

Appendix table 1-1

Proficiency in specific mathematics knowledge and skill areas of students in grades 3 and 5, by student and family characteristics: 2002 and 2004

(Percent)

Student/family characteristic	Multiplication and division (level 5)		Place value (level 6)		Rate and measurement (level 7)		Fractions (level 8)		Area and volume (level 9)	
	Grade 3	Grade 5	Grade 3	Grade 5	Grade 3	Grade 5	Grade 3	Grade 5	Grade 3	Grade 5
All students.....	76	92	41	74	13	43	1	13	NA	2
Sex										
Male.....	78	93	45	77	16	47	1	16	NA	2
Female.....	74	91	37	70	10	39	—	10	NA	1
Race/ethnicity										
White, non-Hispanic.....	84	95	52	82	17	53	1	18	NA	2
Black, non-Hispanic.....	60	85	21	54	4	20	—	3	NA	0
Hispanic.....	69	91	30	68	7	34	—	7	NA	1
Asian.....	77	94	48	81	18	56	1	22	NA	3
Other ^a	68	87	33	65	10	36	—	13	NA	1
Mother's education										
<High school.....	52	80	16	47	3	18	—	3	NA	0
High school diploma.....	71	90	33	67	8	34	—	7	NA	1
Some college ^b	78	94	42	76	11	43	1	11	NA	1
Bachelor's or higher degree.....	90	98	63	90	25	66	2	28	NA	4
Poverty status ^c										
Below poverty threshold.....	58	84	20	53	4	22	—	4	NA	0
Above poverty threshold.....	82	95	48	80	16	50	1	16	NA	2

— = <0.5%; NA = not available

^aIncludes non-Hispanic Native Hawaiians, Pacific Islanders, American Indians, Alaska Natives, and children of more than one race.

^bIncludes vocational and technical education.

^cFederal poverty thresholds define households below poverty level based on household income and number of household members.

NOTES: In 2004 followup for Early Childhood Longitudinal Study (ECLS) kindergarten class of fall 1998, 86% of cohort was in grade 5, 14% was in a lower grade, and <1% was in a higher grade. For simplicity, students in ECLS followups referred to by modal and expected grade, i.e., third graders in spring 2002 assessment and fifth graders in spring 2004 assessment.

SOURCES: National Center for Education Statistics, ECLS, 2002 and 2004; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

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Appendix table 1-2

Average mathematics scores of students in kindergarten and grades 1, 3, and 5, by student and family characteristics: 1998, 2000, 2002, and 2004

Student/family characteristic	Fall 1998 kindergarten	Spring 2000 grade 1	Spring 2002 grade 3	Spring 2004 grade 5	Gain from kindergarten to grade 5
All students.....	22	39	91	112	89
Sex					
Male.....	22	39	93	114	92
Female.....	22	39	89	110	87
Race/ethnicity					
White, non-Hispanic.....	25	43	97	118	93
Black, non-Hispanic.....	19	33	79	99	80
Hispanic.....	19	36	85	108	89
Asian.....	25	39	94	118	93
Other ^a	20	38	86	107	86
Mother's education					
<High school.....	17	29	75	95	79
High school diploma.....	21	37	86	107	86
Some college ^b	22	39	92	113	90
Bachelor's or higher degree.....	28	47	103	125	97
Poverty status ^c					
Below poverty threshold.....	18	31	78	99	81
Above poverty threshold.....	24	42	95	116	92

^aIncludes non-Hispanic Native Hawaiians, Pacific Islanders, American Indians, Alaska Natives, and children of more than one race.

^bIncludes vocational and technical education.

^cFederal poverty thresholds define households below poverty level based on household income and number of household members.

NOTES: Early Childhood Longitudinal Study (ECLS) mathematics scale ranged from 0 to 153. In 2004 followup for ECLS kindergarten class of fall 1998, 86% of cohort was in grade 5, 14% was in a lower grade, and <1% was in a higher grade. For simplicity, students in ECLS followups referred to by modal and expected grade, i.e., first graders in spring 2000 assessment, third graders in spring 2002 assessment, and fifth graders in spring 2004 assessment.

SOURCES: National Center for Education Statistics, ECLS, fall 1998 and spring 2000, 2002, and 2004; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-3

Average science scores of students in grades 3 and 5, by student and family characteristics: 2002 and 2004

Student/family characteristic	Spring 2002 grade 3	Spring 2004 grade 5	Gain from spring 2002 to spring 2004
All students.....	44	57	13
Sex			
Male.....	46	59	13
Female.....	42	55	13
Race/ethnicity			
White, non-Hispanic.....	49	62	13
Black, non-Hispanic.....	35	46	11
Hispanic.....	38	52	14
Asian.....	44	57	13
Other ^a	41	54	12
Mother's education			
<High school.....	32	45	12
High school diploma.....	41	54	12
Some college ^b	44	57	13
Bachelor's or higher degree.....	52	65	13
Poverty status ^c			
Below poverty threshold.....	34	46	12
Above poverty threshold.....	47	60	13

^aIncludes non-Hispanic Native Hawaiians, Pacific Islanders, American Indians, Alaska Natives, and children of more than one race.

^bIncludes vocational and technical education.

^cFederal poverty thresholds define households below poverty level based on household income and number of household members.

NOTES: Early Childhood Longitudinal Study (ECLS) science scale ranged from 0 to 92. In 2004 followup for ECLS kindergarten class of fall 1998, 86% of cohort was in grade 5, 14% was in a lower grade, and <1% was in a higher grade. For simplicity, students in ECLS followups referred to by modal and expected grade, i.e., third graders in spring 2002 assessment and fifth graders in spring 2004 assessment.

SOURCES: National Center for Education Statistics, ECLS, spring 2002 and 2004; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-4

Proficiency in specific mathematics knowledge and skill areas of students in grades 10 and 12, by student and family characteristics: 2002 and 2004

(Percent)

Student/family characteristic	Simple operations: whole numbers (level 1)		Simple operations: decimals, fractions, roots, and powers (level 2)		Simple problem solving (level 3)		Understanding intermediate-level concepts, multistep problem solving (level 4)		Complex problem solving, advanced knowledge (level 5)		Mean score	
	Grade 10	Grade 12	Grade 10	Grade 12	Grade 10	Grade 12	Grade 10	Grade 12	Grade 10	Grade 12	Grade 10	Grade 12
	All students.....	92	96	68	79	47	63	21	35	1	4	38
Sex												
Male.....	92	96	70	80	49	65	23	38	1	5	38	50
Female.....	92	96	67	78	45	61	19	33	1	3	37	48
Race/ethnicity												
White, non-Hispanic.....	96	98	79	86	59	73	27	44	1	5	41	52
Black, non-Hispanic.....	85	93	44	59	20	36	5	12	0	0	30	39
Hispanic.....	86	93	49	65	26	44	9	19	0	1	32	42
Asian/Pacific Islander.....	96	98	79	87	60	74	31	50	4	11	42	55
Mother's education												
<High school.....	84	92	46	60	23	38	7	15	0	1	31	40
High school diploma.....	92	96	63	75	39	56	15	27	0	2	35	46
Some college ^a	93	97	70	81	48	64	20	35	1	3	38	49
Bachelor's or higher degree.....	96	98	83	89	67	79	36	54	2	8	43	56
Socioeconomic status ^b												
Lowest quartile.....	86	93	48	62	25	40	8	16	0	1	31	41
Middle two quartiles.....	93	96	69	79	46	62	18	32	0	2	37	48
Highest quartile.....	98	99	87	93	72	83	39	58	3	9	44	57

^aIncludes vocational and technical education.

^bSocioeconomic status based on five equally weighted components: father's education, mother's education, family income, father's occupational prestige score, and mother's occupational prestige score.

SOURCES: National Center for Education Statistics, Education Longitudinal Study, spring 2002 and 2004; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-5

Average mathematics score of students in grades 4, 8, and 12, by student characteristics: Selected years, 1990–2005

Grade/student characteristic	1990	1992	1996	2000	2003	2005
All grade 4 students.....	213	220	224	226	235	238
Sex						
Male.....	214	221	224	227	236	239
Female.....	213	219	223	224	233	237
Race/ethnicity						
White, non-Hispanic.....	220	227	232	234	243	246
Black, non-Hispanic.....	188	193	198	203	216	220
Hispanic.....	200	202	207	208	222	226
Asian/Pacific Islander ^a	NA	231	229	NA	246	251
American Indian/Alaska Native ^b	NA	NA	NA	NA	223	226
Free/reduced-price lunch ^c						
Eligible.....	NA	NA	207	208	222	225
Not eligible.....	NA	NA	232	235	244	248
Percentile score						
10th.....	171	177	182	184	197	200
25th.....	193	199	203	205	216	220
50th.....	214	221	225	227	236	239
75th.....	235	242	245	248	255	258
90th.....	253	259	262	265	270	273
All grade 8 students.....	263	268	270	273	278	279
Sex						
Male.....	263	268	271	274	278	280
Female.....	262	269	269	272	277	278
Race/ethnicity						
White, non-Hispanic.....	270	277	281	284	288	289
Black, non-Hispanic.....	237	237	240	244	252	255
Hispanic.....	246	249	251	253	259	262
Asian/Pacific Islander ^a	NA	290	NA	288	291	295
American Indian/Alaska Native ^b	NA	NA	NA	NA	263	264
Free/reduced-price lunch ^c						
Eligible.....	NA	NA	250	253	259	262
Not eligible.....	NA	NA	277	283	287	288
Percentile score						
10th.....	215	221	221	223	230	231
25th.....	239	243	245	249	254	255
50th.....	264	269	273	275	279	280
75th.....	288	294	297	300	303	304
90th.....	307	315	316	320	323	324

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Average mathematics score of students in grades 4, 8, and 12, by student characteristics: Selected years, 1990–2005

Grade/student characteristic	1990	1992	1996	2000	2003	2005
All grade 12 students ^d	NA	NA	NA	NA	NA	150
Sex						
Male.....	NA	NA	NA	NA	NA	151
Female.....	NA	NA	NA	NA	NA	149
Race/ethnicity						
White, non-Hispanic.....	NA	NA	NA	NA	NA	157
Black, non-Hispanic.....	NA	NA	NA	NA	NA	127
Hispanic.....	NA	NA	NA	NA	NA	133
Asian/Pacific Islander.....	NA	NA	NA	NA	NA	163
American Indian/Alaska Native.....	NA	NA	NA	NA	NA	134
Percentile score						
10th.....	NA	NA	NA	NA	NA	105
25th.....	NA	NA	NA	NA	NA	127
50th.....	NA	NA	NA	NA	NA	151
75th.....	NA	NA	NA	NA	NA	174
90th.....	NA	NA	NA	NA	NA	194

NA = not available

^aInsufficient sample size in 1990 for Asian/Pacific Islanders precluded calculation of reliable estimates. Special analyses raised concerns about accuracy and precision of national grade 8 Asian/Pacific Islander results in 1996 and grade 4 Asian/Pacific Islander results in 2000; therefore omitted from National Center for Education Statistics (NCES) reports and this report.

^bInsufficient sample sizes in 1990, 1992, 1996, and 2000 for grade 4 and 8 American Indians/Alaska Natives precluded calculation of reliable estimates.

^cInformation on student's eligibility for free/reduced-price lunch first gathered in 1996 for grades 4 and 8 and not available for grade 12.

^d2005 grade 12 mathematics assessment not comparable with previous assessments; therefore mathematics trend information for grade 12 not available. For results from previous grade 12 mathematics assessments see NCES, *The Nation's Report Card: Mathematics 2000*, NCES 2001-517 (2001).

NOTES: For grades 4 and 8, scores on 0–500 scale across two grades. For grade 12, scores on 0–300 scale. National Assessment of Educational Progress (NAEP) recently changed way it includes students with disabilities and limited English proficiency in assessments. Before 1996, these students not allowed to use testing accommodations (e.g., extended time, one-on-one testing, bilingual dictionary). In 1996 and 2000, assessment administered to split samples: accommodations not permitted and accommodations permitted. Results in this table for 1996 and 2000 for sample allowed to use accommodations. In 2003, NAEP mathematics assessment completed transition to an accommodations-permitted test.

SOURCES: NCES, *The Nation's Report Card: Mathematics 2005*, NCES 2006-453 (2006); NCES, *The Nation's Report Card: 12th-Grade Reading and Mathematics 2005*, NCES 2007-468 (2007b); NAEP, 1990, 1996, 2003, and 2005 mathematics assessments; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-6

Students in grades 4, 8, and 12 scoring at or above proficient level in mathematics for their grade, by student characteristics: Selected years, 1990–2005

(Percent)

Grade/student characteristic	1990	1992	1996	2000	2003	2005
All grade 4 students.....	13	18	21	24	32	36
Sex						
Male.....	13	19	22	26	35	38
Female.....	12	16	20	22	30	34
Race/ethnicity						
White, non-Hispanic.....	16	22	27	31	43	47
Black, non-Hispanic.....	1	2	3	5	10	13
Hispanic.....	5	6	7	7	16	19
Asian/Pacific Islander ^a	NA	28	27	NA	48	55
American Indian/Alaska Native ^b	NA	NA	NA	NA	17	21
Free/reduced-price lunch ^c						
Eligible.....	NA	NA	8	8	15	19
Not eligible.....	NA	NA	27	32	45	49
All grade 8 students.....	15	21	23	26	29	30
Sex						
Male.....	17	21	25	27	30	31
Female.....	14	21	22	24	27	28
Race/ethnicity						
White, non-Hispanic.....	18	26	30	34	37	39
Black, non-Hispanic.....	5	2	4	5	7	9
Hispanic.....	7	7	8	8	12	13
Asian/Pacific Islander ^a	NA	43	NA	41	43	47
American Indian/Alaska Native ^b	NA	NA	NA	NA	15	14
Free/reduced-price lunch ^c						
Eligible.....	NA	NA	8	9	12	19
Not eligible.....	NA	NA	28	34	37	39
All grade 12 students ^d	NA	NA	NA	NA	NA	23
Sex						
Male.....	NA	NA	NA	NA	NA	25
Female.....	NA	NA	NA	NA	NA	21
Race/ethnicity						
White, non-Hispanic.....	NA	NA	NA	NA	NA	29
Black, non-Hispanic.....	NA	NA	NA	NA	NA	6
Hispanic.....	NA	NA	NA	NA	NA	8
Asian/Pacific Islander.....	NA	NA	NA	NA	NA	36
American Indian/Alaska Native.....	NA	NA	NA	NA	NA	6

NA = not available

^aInsufficient sample size in 1990 for Asian/Pacific Islanders precluded calculation of reliable estimates. Special analyses raised concerns about accuracy and precision of grade 8 Asian/Pacific Islander results in 1996 and grade 4 Asian/Pacific Islander results in 2000; therefore omitted from National Center for Education Statistics (NCES) reports and this report.

^bInsufficient sample sizes in 1990, 1992, 1996, and 2000 for grade 4 and 8 American Indians/Alaska Natives precluded calculation of reliable estimates.

^cInformation on student's eligibility for free/reduced-price lunch first gathered in 1996 for grades 4 and 8 and not available for grade 12.

^dThe 2005 grade 12 mathematics assessment not comparable to previous assessments; therefore mathematics trend information for grade 12 not available. For results from previous grade 12 mathematics assessments see NCES, *The Nation's Report Card: Mathematics 2000*, NCES 2001-517 (2001).

NOTES: For grades 4 and 8, scores on 0–500 scale across two grades. For grade 12, scores on 0–300 scale. National Assessment of Educational Progress (NAEP) recently changed way it includes students with disabilities and limited English proficiency in assessments. Before 1996, these students not allowed to use testing accommodations (e.g., extended time, one-on-one testing, bilingual dictionary). In 1996 and 2000, assessment administered to split samples: accommodations not permitted and accommodations permitted. Results in this table for 1996 and 2000 for sample allowed to use accommodations. In 2003, NAEP mathematics assessment completed transition to an accommodations-permitted test.

SOURCES: NCES, *The Nation's Report Card: Mathematics 2005*, NCES 2006-453 (2006); NCES, *The Nation's Report Card: 12th-Grade Reading and Mathematics 2005*, NCES 2007-468 (2007b); NAEP, 1990, 1996, 2003, and 2005 mathematics assessments; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

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Average science score of students in grades 4, 8, and 12, by student characteristics: 1996, 2000, and 2005

Grade/student characteristic	1996	2000	2005
All grade 4 students.....	147	147	151
Sex			
Male.....	148	149	153
Female.....	146	145	149
Race/ethnicity			
White, non-Hispanic.....	158	159	162
Black, non-Hispanic.....	120	122	129
Hispanic.....	124	122	133
Asian/Pacific Islander ^a	144	NA	158
American Indian/Alaska Native.....	129	135	138
Free/reduced-price lunch			
Eligible.....	129	127	135
Not eligible.....	159	158	162
Percentile score			
10th.....	99	99	109
25th.....	125	125	130
50th.....	150	150	153
75th.....	172	172	173
90th.....	190	190	189
All grade 8 students.....	149	149	149
Sex			
Male.....	150	153	150
Female.....	148	146	147
Race/ethnicity			
White, non-Hispanic.....	159	161	160
Black, non-Hispanic.....	121	121	124
Hispanic.....	128	127	129
Asian/Pacific Islander.....	151	153	156
American Indian/Alaska Native.....	148	147	128
Free/reduced-price lunch			
Eligible.....	129	127	130
Not eligible.....	156	159	159
Percentile score			
10th.....	103	101	101
25th.....	127	126	126
50th.....	152	152	151
75th.....	174	175	174
90th.....	192	194	192
All grade 12 students.....	150	146	147
Sex			
Male.....	154	148	149
Female.....	147	145	145
Race/ethnicity			
White, non-Hispanic.....	159	153	156
Black, non-Hispanic.....	123	122	120
Hispanic.....	131	128	128
Asian/Pacific Islander.....	147	149	153
American Indian/Alaska Native.....	144	151	139

Appendix table 1-7

Average science score of students in grades 4, 8, and 12, by student characteristics: 1996, 2000, and 2005

Grade/student characteristic	1996	2000	2005
Percentile score			
10th	105	101	101
25th	128	124	125
50th	152	148	149
75th	174	170	171
90th	192	189	189

NA = not available

*Special analyses raised concerns about accuracy and precision of national grade 4 Asian/Pacific Islander results in 2000; therefore omitted from National Center for Education Statistics (NCES) reports and this report.

NOTES: Scores on 0–300 scale for each grade. National Assessment of Educational Progress (NAEP) recently changed way it includes students with disabilities and limited English proficiency in assessments. Before 1996, these students not allowed to use testing accommodations (e.g., extended time, one-on-one testing, bilingual dictionary). In 1996 and 2000, assessment administered to split samples: accommodations not permitted and accommodations permitted. Results in this table for 1996 and 2000 for sample allowed to use accommodations. In 2005, NAEP science assessment completed transition to an accommodations-permitted test.

SOURCES: NCES, The Nation’s Report Card: Science 2005, NCES 2006-466 (2006); NAEP, 1996, 2000, and 2005 science assessments; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-8

Students in grades 4, 8, and 12 scoring at or above proficient level in science for their grade, by student characteristics: 1996, 2000, and 2005

(Percent)

Grade/student characteristic	1996	2000	2005
All grade 4 students.....	28	27	29
Sex			
Male.....	29	30	31
Female.....	26	25	26
Race/ethnicity			
White, non-Hispanic.....	36	37	40
Black, non-Hispanic.....	5	6	8
Hispanic.....	9	8	11
Asian/Pacific Islander ^a	24	NA	36
American Indian/Alaska Native.....	18	18	14
Free/reduced-price lunch			
Eligible.....	12	10	12
Not eligible.....	37	37	40
All grade 8 students.....	29	30	29
Sex			
Male.....	31	34	32
Female.....	27	27	26
Race/ethnicity			
White, non-Hispanic.....	37	40	39
Black, non-Hispanic.....	5	7	7
Hispanic.....	10	10	10
Asian/Pacific Islander.....	33	35	36
American Indian/Alaska Native.....	25	27	12
Free/reduced-price lunch			
Eligible.....	12	11	12
Not eligible.....	34	38	38
All grade 12 students.....	21	18	18
Sex			
Male.....	26	20	21
Female.....	17	16	16
Race/ethnicity			
White, non-Hispanic.....	27	22	24
Black, non-Hispanic.....	3	3	2
Hispanic.....	6	6	5
Asian/Pacific Islander.....	21	24	23
American Indian/Alaska Native.....	11	20	13

NA = not available

^aSpecial analyses raised concerns about accuracy and precision of national grade 4 Asian/Pacific Islander results in 2000; therefore omitted from National Center for Education Statistics (NCES) reports and this report.

NOTES: National Assessment of Educational Progress (NAEP) recently changed way it includes students with disabilities and limited English proficiency in assessments. Before 1996, these students not allowed to use testing accommodations (e.g., extended time, one-on-one testing, bilingual dictionary). In 1996 and 2000, assessment administered to split samples: accommodations not permitted and accommodations permitted. Results in this table for 1996 and 2000 for sample allowed to use accommodations. In 2005, NAEP science assessment completed transition to an accommodations-permitted test.

SOURCES: NCES, The Nation's Report Card: Science 2005, NCES 2006-466 (2006); NAEP, 1996, 2000, and 2005 science assessments; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-9

High school graduates completing advanced mathematics courses, by student and school characteristics and subject: Selected years, 1990–2005

(Percent)

Student characteristic	Trigonometry or algebra III	Precalculus or analysis	Statistics or probability	Calculus	
				Any	AP/IB
1990 graduates	20.2	13.5	1.0	7.1	4.4
1994 graduates	23.6	17.3	2.0	10.2	7.6
2000 graduates	19.3	26.5	5.7	12.5	8.4
2005 graduates	19.2	29.2	7.7	14.3	9.7
Sex					
Male	17.9	27.6	7.7	14.6	10.2
Female	20.4	30.6	7.8	14.0	9.3
Race/ethnicity					
White	21.0	31.7	8.5	16.0	10.7
Black	17.9	17.8	5.7	5.9	3.2
Hispanic	9.3	20.1	3.4	7.2	5.6
Asian/Pacific Islander	18.9	48.1	12.9	31.1	25.3
Other	22.8	22.4	7.0	13.3	8.0
School sector					
Public	18.1	27.5	7.6	13.2	9.2
Private	28.8	44.6	8.3	24.6	14.9
Community type					
Urban	18.9	30.6	7.1	15.1	12.4
Suburban	18.4	32.1	9.1	15.1	10.0
Rural	20.7	22.7	6.0	12.1	6.7
Size (enrollment)					
Small (1–599)	17.4	23.8	3.6	12.0	5.9
Medium (600–1,799)	22.5	31.1	7.5	14.9	10.0
Large (≥1,800)	15.4	30.3	11.1	14.0	11.4
Poverty rate ^a					
Very low	26.2	45.8	12.0	22.7	13.8
Low	17.1	31.2	9.9	15.4	11.4
Medium	19.0	23.2	6.6	11.4	7.7
High	16.8	18.6	3.1	6.8	5.0

AP = Advanced Placement

IB = International Baccalaureate

^aStudents eligible for national free/reduced-priced lunch program: very low = ≤5%, low = 6–25%, medium = 26–50%, and high = 51–100%.NOTES: AP/IB calculus courses appear in two columns: alone in their specific column and along with other calculus courses in “any” column. Slight differences in pre-2005 data from earlier editions of *Science and Engineering Indicators* result from minor refinements in defining graduates and some course categories. For information on courses and coding, see <http://nces.ed.gov/surveys/hst/courses.asp>, accessed 12 March 2007.

SOURCES: National Center for Education Statistics, National Assessment of Educational Progress, 1990, 1994, 2000, and 2005 High School Transcript Studies; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-10

High school graduates completing advanced S&E courses, by student and school characteristics and subject: Selected years, 1990–2005

(Percent)

Student characteristic	Advanced biology		Chemistry		Physics		Environmental science		Engineering or science technologies	
	Any	AP/IB	Any	AP/IB	Any	AP/IB	Any	AP/IB	Engineering	technologies
1990 graduates	25.9	5.0	43.4	NA	23.3	NA	3.9	NA	0.1	1.5
1994 graduates	33.6	4.8	49.0	NA	27.4	NA	4.7	NA	0.5	2.5
2000 graduates	38.8	6.5	55.2	3.1	34.1	2.4	8.6	0.7	1.3	6.3
2005 graduates	39.2	6.9	54.3	3.6	34.8	3.2	9.9	1.4	1.4	6.7
Sex										
Male	33.3	5.6	50.6	3.9	36.8	4.1	10.4	1.3	2.3	11.1
Female	44.7	8.0	57.8	3.4	32.8	2.4	9.5	1.6	0.6	2.6
Race/ethnicity										
White	42.0	7.2	54.9	3.7	37.0	3.3	10.1	1.6	1.4	7.3
Black	34.7	4.1	53.7	1.2	26.8	1.0	13.7	0.9	0.9	5.9
Hispanic	25.8	4.9	47.0	2.5	24.3	2.1	6.6	1.1	1.3	5.1
Asian/Pacific Islander	42.0	15.0	65.6	12.5	51.5	10.4	5.4	2.0	2.9	6.2
Other	43.6	3.9	53.1	4.8	30.8	2.1	6.3	1.0	1.5	2.1
School sector										
Public	38.4	6.5	52.5	3.3	32.6	2.9	9.9	1.3	1.6	7.3
Private	45.9	9.9	71.2	6.5	54.8	5.5	9.8	2.4	0.0	1.2
Community type										
Urban	36.3	7.3	59.5	5.1	35.2	3.6	7.1	1.6	2.0	5.4
Suburban	39.5	7.4	54.6	3.7	37.3	4.0	10.1	1.7	1.4	7.3
Rural	41.4	5.5	48.5	2.0	29.8	1.3	12.3	0.8	0.7	7.1
Size (enrollment)										
Small (1–599)	40.2	5.6	51.2	1.9	29.8	1.3	12.8	0.8	0.2	4.4
Medium (600–1,799)	42.0	7.5	54.0	3.9	35.4	3.3	9.9	1.5	1.5	6.8
Large (≥1,800)	35.8	7.1	56.9	4.2	35.7	4.1	8.9	1.8	2.4	7.8
Poverty rate^a										
Very low	50.3	10.7	67.0	4.9	49.8	7.9	9.6	2.9	1.7	9.7
Low	38.3	7.3	53.9	3.4	35.6	3.1	9.4	1.3	2.4	6.9
Medium	39.2	4.7	48.5	3.2	28.1	1.9	8.9	1.1	1.0	6.8
High	32.7	5.7	49.6	2.1	22.2	1.9	13.2	1.0	1.2	6.3

NA = not available

AP = Advanced Placement

IB = International Baccalaureate

^aStudents eligible for national free/reduced-priced lunch program: very low = ≤5%, low = 6–25%, medium = 26–50%, and high = 51–100%.

NOTES: AP/IB courses appear in two columns: alone in their specific column and along with other courses in “any” column. For some subjects, AP and IB courses not coded separately in 1994 or 1990. Slight differences in pre-2005 data from earlier editions of *Science and Engineering Indicators* result from minor refinements in defining graduates and some course categories. For information on courses and coding, see <http://nces.ed.gov/surveys/hst/courses.asp>, accessed 12 March 2007.

SOURCES: National Center for Education Statistics, National Assessment of Educational Progress, 1990, 1994, 2000, and 2005 High School Transcript Studies; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-11

Public school teachers with master's degree or higher, by minority enrollment and school poverty level: Academic year 2003–04

(Percent)

School characteristic	Middle school teachers			High school teachers		
	Mathematics	Science	Other	Mathematics	Science	Other
All schools	45.8	44.1	49.0	49.5	57.6	49.4
Minority enrollment (%)						
0–5	46.0	50.2	55.3	49.4	62.7	48.9
>5–45	49.2	47.3	51.1	51.6	59.5	52.5
>45	42.0	38.0	43.8	47.2	53.2	46.1
School poverty level ^a (%)						
0–10	50.8	61.5	58.1	61.3	68.4	59.1
>10–50	50.6	44.0	49.5	46.4	56.2	48.4
>50	36.0	38.9	44.9	45.0	47.9	43.8

^aSchool poverty level is percentage of students in school qualifying for free/reduced-price lunch.

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

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Appendix table 1-12

Public school teachers with regular or advanced certification, by minority enrollment and school poverty level: Academic year 2003–04

(Percent)

School characteristic	Middle school teachers			High school teachers		
	Mathematics	Science	Other	Mathematics	Science	Other
All schools	85.6	83.0	87.1	84.9	82.7	86.3
Minority enrollment (%)						
0–5	85.6	89.1	89.5	88.1	83.3	87.4
>5–45	90.5	84.9	89.4	86.9	85.9	87.6
>45	80.2	78.5	83.3	81.4	78.5	84.3
School poverty level ^a (%)						
0–10	90.1	93.9	88.5	83.5	84.0	87.8
>10–50	89.1	82.4	88.8	86.0	83.2	87.2
>50	78.3	80.4	83.4	83.9	79.3	82.9

^aSchool poverty level is percentage of students in school qualifying for free/reduced-price lunch.

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

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Appendix table 1-13

Length of practice teaching of public middle and high school teachers with less than 5 years of teaching experience, by minority enrollment and school poverty level: Academic year 2003–04

(Percent)

Field/school characteristic	Participated in practice teaching	Practice teaching (weeks)			
		≤4	5–7	8–11	≥12
Mathematics	78.6	3.2	4.6	13.5	57.4
Minority enrollment (%)					
0–5	92.7	0.2	0.2	16.7	75.5
>5–45	82.7	1.4	4.5	11.7	65.1
>45	71.3	5.4	5.7	14.2	46.0
School poverty level ^a (%)					
0–10	85.8	0.3	6.8	17.6	61.1
>10–50	82.0	2.4	3.3	12.9	63.5
>50	69.3	6.3	5.6	12.0	45.5
Science	75.0	2.4	3.9	13.6	55.1
Minority enrollment (%)					
0–5	91.1	1.2	3.1	16.9	69.9
>5–45	76.2	1.5	3.7	17.3	53.6
>45	68.2	3.8	4.4	8.5	51.5
School poverty level ^a (%)					
0–10	85.2	1.1	5.2	23.3	55.5
>10–50	75.6	1.8	3.2	14.5	56.1
>50	65.9	4.6	5.0	6.7	49.6
Other	81.2	3.5	3.8	13.8	60.1
Minority enrollment (%)					
0–5	89.6	0.9	1.1	16.3	71.3
>5–45	83.2	2.3	2.7	14.3	63.8
>45	76.8	5.4	5.6	12.6	53.2
School poverty level ^a (%)					
0–10	88.8	1.7	1.6	15.7	69.7
>10–50	82.8	3.2	3.5	14.5	61.6
>50	75.7	4.9	5.7	11.8	53.4

^aSchool poverty level is percentage of students in school qualifying for free/reduced-price lunch.

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-14

Preparedness for first-year teaching of public middle and high school teachers with less than 5 years of teaching experience, by minority enrollment and school poverty level: Academic year 2003–04

(Percent)

Field/school characteristic	Teach subject matter	Assess students	Use variety of instructional methods	Select/adapt curriculum and instructional materials	Use computers in classroom instruction	Handle classroom management or discipline
Mathematics	90.8	73.0	63.5	61.3	57.1	51.3
Minority enrollment (%)						
0–5	94.4	83.6	86.8	67.0	63.9	58.2
>5–45	93.7	78.8	68.9	67.4	61.4	54.9
>45	87.6	65.2	52.5	54.6	51.7	46.3
School poverty level ^a (%)						
0–10	95.6	82.6	80.5	68.8	67.1	53.9
>10–50	91.0	73.2	67.1	63.4	56.4	51.7
>50	87.5	66.5	48.1	52.2	51.5	48.7
Science	79.0	59.3	58.0	56.5	62.4	43.7
Minority enrollment (%)						
0–5	91.7	66.5	71.2	58.0	71.4	53.1
>5–45	76.5	56.6	59.7	56.6	62.3	45.1
>45	77.3	59.8	51.8	55.9	59.4	39.0
School poverty level ^a (%)						
0–10	88.0	64.5	64.6	54.1	72.0	55.1
>10–50	78.3	57.6	60.3	57.2	59.8	43.3
>50	73.6	58.8	46.6	54.1	60.0	35.4
Other	81.1	67.3	66.3	63.5	59.0	53.4
Minority enrollment (%)						
0–5	84.2	73.2	75.5	68.4	63.4	61.6
>5–45	82.1	70.8	70.5	68.4	62.7	56.2
>45	79.3	62.2	59.6	57.5	54.3	48.3
School poverty level ^a (%)						
0–10	84.2	74.0	73.2	72.9	59.9	62.2
>10–50	82.4	69.2	69.3	65.0	60.7	54.6
>50	76.7	59.9	56.9	55.7	54.9	45.9

^aSchool poverty level is percentage of students in school qualifying for free/reduced-price lunch.

NOTES: Teachers with <5 years of teaching experience asked about how well they were prepared to perform various tasks during first year of teaching. Response categories included "very well prepared," "well prepared," "somewhat prepared," and "not at all prepared." Percentages based on teachers responding "very well prepared" or "well prepared."

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-15

Qualifications of public middle and high school mathematics, biology/life science, and physical science teachers in main assignment field, by minority enrollment and school poverty level: Academic year 2003–04

(Percent distribution)

Field/school characteristic	Middle school teachers				High school teachers			
	In-field	Related field	General preparation	Out-of-field	In-field	Related field	General preparation	Out-of-field
Mathematics	53.5	3.9	37.5	5.1	87.4	2.0	3.1	7.5
Minority enrollment (%)								
0–5	72.9	0.2	25.2	1.7	91.3	0.7	4.9	3.2
>5–45	49.6	0.8	44.2	5.5	90.2	0.9	2.5	6.4
>45	51.5	8.6	34.2	5.7	82.8	3.8	3.0	10.4
School poverty level ^a (%)								
0–10	58.2	0.4	38.4	3.0	92.2	0.4	3.0	4.4
>10–50	56.4	1.3	38.4	3.8	87.5	2.6	3.1	6.8
>50	47.4	9.3	35.5	7.8	82.9	1.8	3.3	12.0
Biology/life science	54.8	16.2	19.4	9.5	91.9	3.6	1.3	3.2
Minority enrollment (%)								
0–5	—	—	—	—	95.6	2.9	0.9	0.6
>5–45	47.5	24.0	14.2	14.4	92.3	3.7	1.2	2.8
>45	66.0	8.9	17.8	7.2	89.9	3.9	1.5	4.8
School poverty level ^a (%)								
0–10	—	—	—	—	94.8	3.9	0.8	0.4
>10–50	46.1	13.9	25.8	14.2	92.4	3.0	1.4	3.2
>50	72.0	8.0	13.3	6.7	87.8	5.4	1.6	5.3
Physical science	32.7	38.2	26.0	3.1	78.1	19.6	0.9	1.5
Minority enrollment (%)								
0–5	—	—	—	—	76.3	22.1	0.0	1.5
>5–45	36.3	28.6	30.0	5.1	79.4	17.9	1.3	1.4
>45	27.3	49.6	20.8	2.3	77.0	20.7	0.8	1.5
School poverty level ^a (%)								
0–10	—	—	—	—	85.9	11.7	1.1	1.3
>10–50	42.2	29.8	22.6	5.3	75.3	22.3	1.0	1.4
>50	13.8	58.0	28.3	0.0	76.7	22.1	0.6	0.7

— = too few cases for reliable estimate

^aSchool poverty level is percentage of students in school qualifying for free/reduced-price lunch.

NOTE: Percents may not add to 100 due to rounding.

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-16

Public school teachers with 3 or less years of teaching experience, by minority enrollment and school poverty level: Academic year 2003–04
(Percent)

School characteristic	Middle school teachers			High school teachers		
	Mathematics	Science	Other	Mathematics	Science	Other
All schools	21.8	15.3	15.4	16.9	18.6	15.4
Minority enrollment (%)						
0–5	15.2	13.6	9.7	13.6	17.2	13.7
>5–45	15.9	17.8	13.2	16.2	16.7	14.6
>45	28.1	13.1	20.4	19.1	21.5	17.0
School poverty level ^a (%)						
0–10	17.8	11.0	10.1	17.5	16.9	13.5
>10–50	15.9	15.5	14.6	16.9	18.8	14.9
>50	32.8	16.0	18.9	15.8	19.2	17.5

^aSchool poverty level is percentage of students in school qualifying for free/reduced-price lunch.

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

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Appendix table 1-17

Participation in induction and mentoring activities during first year of teaching among public middle and high school teachers with less than 5 years of teaching experience, by minority enrollment and school poverty level: Academic year 2003–04
(Percent)

Field/school characteristic	Participated in formal induction program	Worked closely with mentor teacher	Worked with mentor teacher in same subject area
Mathematics	71.3	68.5	51.6
Minority enrollment (%)			
0–5	87.8	80.9	57.3
>5–45	76.1	74.8	60.1
>45	62.6	59.7	43.0
School poverty level ^a (%)			
0–10	75.6	69.4	64.8
>10–50	77.0	73.0	55.2
>50	58.7	60.0	38.0
Science	67.7	71.6	50.2
Minority enrollment (%)			
0–5	73.5	81.8	50.8
>5–45	70.2	76.6	59.3
>45	63.2	63.0	40.4
School poverty level ^a (%)			
0–10	77.4	77.9	59.4
>10–50	69.4	74.4	54.8
>50	57.3	62.6	34.1
Other	69.0	67.9	47.5
Minority enrollment (%)			
0–5	66.9	70.0	45.5
>5–45	74.9	73.9	54.3
>45	64.2	61.7	41.8
School poverty level ^a (%)			
0–10	80.2	71.8	57.2
>10–50	69.2	69.8	49.6
>50	63.4	61.1	38.9

^aSchool poverty level is percentage of students in school qualifying for free/reduced-price lunch.

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

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Appendix table 1-18

Participation of public middle and high school teachers in professional development activities during the past 12 months on various topics, by minority enrollment and school poverty level: Academic year 2003–04

(Percent)

Field/school characteristic	Content of subject(s) taught	Use of computers for instruction	Student discipline and classroom management
Mathematics	76.4	64.3	37.7
Minority enrollment (%)			
0–5	69.0	65.0	29.2
>5–45	75.3	64.3	35.3
>45	80.4	64.1	43.6
School poverty level ^a (%)			
0–10	75.5	67.5	34.8
>10–50	73.9	62.6	34.4
>50	82.9	66.1	48.0
Science	73.4	66.6	36.1
Minority enrollment (%)			
0–5	67.8	67.8	36.0
>5–45	72.5	64.2	31.6
>45	76.7	69.0	41.5
School poverty level ^a (%)			
0–10	71.8	69.6	28.5
>10–50	71.6	63.5	37.5
>50	78.3	71.4	39.3
Other	77.7	66.1	44.7
Minority enrollment (%)			
0–5	74.4	68.2	40.1
>5–45	78.3	66.5	43.3
>45	78.6	64.6	48.3
School poverty level ^a (%)			
0–10	76.6	66.9	37.6
>10–50	77.7	65.5	43.3
>50	78.8	66.5	53.0

^aSchool poverty level is percentage of students in school qualifying for free/reduced-price lunch.

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

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Appendix table 1-19

**Professional development topics reported to be useful or very useful by public middle and high school teachers, by time spent:
Academic year 2003–04**

(Percent)

Field/time spent	Content of subject(s) taught	Use of computers for instruction	Student discipline and classroom management
Mathematics	64.2	62.0	53.5
Time spent (hours)			
1–8	46.9	48.3	46.1
9–32	62.3	73.3	67.8
>32	80.3	89.7	69.1
Science	67.1	65.0	55.2
Time spent (hours)			
1–8	52.1	50.7	47.4
9–32	65.0	76.6	76.3
>32	85.9	90.6	90.5
Other	68.6	64.8	59.0
Time spent (hours)			
1–8	49.5	53.2	51.8
9–32	69.3	75.9	72.7
>32	85.0	90.0	88.5

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-20

Topics rated as top priority for additional professional development by public middle and high school teachers, by minority enrollment and school poverty level: Academic year 2003–04

(Percent)

Field/school characteristic	Content of main subject field	Use of technology in instruction	Student discipline and classroom management	Content standards in main subject field	Teaching students with special needs or LEP students	Methods of teaching	Student assessment
Mathematics	22.3	20.9	19.3	11.4	10.2	11.1	2.7
Minority enrollment (%)							
0–5	20.9	22.9	17.1	13.3	7.2	10.8	4.2
>5–45	25.7	19.9	14.0	12.0	9.8	13.8	2.9
>45	19.1	21.3	25.9	10.1	11.8	8.2	2.0
School poverty level ^a (%)							
0–10	22.9	22.5	13.3	14.6	9.3	13.0	1.8
>10–50	24.1	20.2	18.0	10.0	10.6	12.3	2.9
>50	17.5	21.2	27.5	12.7	10.1	7.2	2.4
Science	24.7	20.6	17.5	10.8	11.3	10.9	3.2
Minority enrollment (%)							
0–5	29.8	24.9	11.5	12.1	5.3	11.3	2.8
>5–45	29.4	20.5	14.3	11.4	10.8	9.7	3.3
>45	17.1	19.0	23.8	9.7	14.4	12.2	3.3
School poverty level ^a (%)							
0–10	34.6	23.4	10.1	9.1	7.6	10.1	2.9
>10–50	25.2	20.7	17.7	12.3	10.0	10.2	3.1
>50	17.2	18.1	22.8	9.2	16.8	12.0	3.9
Other	24.4	16.3	19.4	8.5	18.4	8.1	3.5
Minority enrollment (%)							
0–5	25.9	18.6	14.3	10.5	17.3	8.5	3.9
>5–45	26.8	16.1	17.3	8.2	18.2	8.4	3.5
>45	20.7	15.5	24.3	7.8	19.0	7.6	3.3
School poverty level ^a (%)							
0–10	29.8	18.2	10.9	8.6	17.3	10.1	3.7
>10–50	24.8	16.3	19.1	8.8	18.4	8.0	3.4
>50	19.7	14.6	26.4	7.6	19.1	7.2	3.5

LEP = limited English proficiency

^aSchool poverty level is percentage of students in school qualifying for free/reduced-price lunch.

NOTES: Teachers asked to select three top priorities for additional professional development from list of topics shown. Response categories included "first priority," "second priority," and "third priority." Percentages based on teachers' responses of their first priority.

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-21

**Professional commitment of public middle and high school teachers, by teachers' perceptions of working conditions:
Academic year 2003–04**

(Percent)

Teacher perception of working conditions	I plan to remain in teaching as long as I am able			If I could start over, I would certainly become a teacher again		
	Mathematics	Science	Other	Mathematics	Science	Other
<i>Principal lets staff know expectations</i>						
Yes	47.9	46.3	46.6	46.4	37.3	44.0
No	28.6	31.0	36.4	24.2	42.3	37.2
<i>Administration is supportive and encouraging</i>						
Yes	48.2	45.2	47.9	48.8	40.1	45.2
No	21.8	26.8	32.0	20.2	22.2	30.6
<i>I am satisfied with my teaching salary</i>						
Yes	50.2	43.8	52.5	59.8	51.3	58.9
No	30.7	35.1	33.5	28.3	22.9	27.4
<i>I received a great deal of support from parents</i>						
Yes	57.5	51.2	53.8	58.3	44.3	53.4
No	31.1	37.9	36.7	27.4	26.2	34.6
<i>Necessary instructional materials are available</i>						
Yes	45.7	40.4	45.1	47.5	36.6	45.0
No	41.3	42.4	41.8	36.4	28.7	33.0
<i>Principal enforces school rules</i>						
Yes	48.3	47.6	48.6	49.8	37.9	45.1
No	24.3	37.0	38.8	20.9	21.9	32.5
<i>There is a great deal of cooperative effort among staff</i>						
Yes	48.1	45.2	49.2	46.0	40.3	45.1
No	18.5	29.7	33.0	20.2	20.0	32.6
<i>Staff are recognized for job well done</i>						
Yes	52.2	46.3	51.9	52.0	42.3	48.8
No	22.1	35.8	31.5	20.9	19.0	31.4
<i>I am satisfied with being a teacher at this school</i>						
Yes	51.5	52.0	51.3	54.5	45.8	50.8
No	26.8	28.9	26.5	24.1	16.8	30.9
<i>Student tardiness is a serious problem</i>						
Yes	38.2	43.0	38.4	37.4	30.0	37.6
No	48.8	42.2	46.0	53.4	47.0	44.0
<i>Student absenteeism is a serious problem</i>						
Yes	39.2	41.0	38.4	38.4	27.9	37.6
No	51.2	52.2	47.6	56.2	49.4	43.6
<i>Student class cutting is a serious problem</i>						
Yes	35.7	39.6	40.2	35.7	25.0	37.7
No	43.5	40.1	44.8	44.5	35.8	44.5
<i>Students dropping out is a serious problem</i>						
Yes	41.0	37.3	41.0	41.8	22.5	36.7
No	44.2	39.6	43.1	44.0	35.2	42.0
<i>Student apathy is a serious problem</i>						
Yes	36.1	37.9	35.6	33.4	29.7	31.6
No	55.6	50.8	50.9	59.5	50.7	47.4
<i>Students coming to school unprepared to learn is a serious problem</i>						
Yes	42.0	38.2	37.6	37.5	25.6	33.4
No	61.3	52.7	54.0	54.4	59.0	49.1

NOTES: Teachers asked about how long they planned to remain in teaching. Response categories included "as long as I am able," "until I am eligible for retirement," "will probably continue unless something better comes along," "definitely plan to leave teaching as soon as I can," and "undecided at this time." In addition, teachers asked whether they would become a teacher again if they could go back to college days and start over again. Response categories included "certainly," "probably," "chance about even for and against," "probably not," and "certainly not."

SOURCES: National Center for Education Statistics, Schools and Staffing Survey, 2003–04; and National Science Foundation, Division of Science Resources Statistics, special tabulations.

Appendix table 1-22

High school graduates enrolled in college in October after completing high school, by family income, race/ethnicity, and parents' education: Selected years, 1975–2005

(Percent)

Year	Total	Family income			Race/ethnicity			Parents' education			
		Low	Middle	High	White	Black	Hispanic	<High school	High school diploma or equivalent	Some college	≥Bachelor's degree
1975.....	50.7	31.2	46.2	64.5	51.1	41.7	58.0	NA	NA	NA	NA
1980.....	49.3	32.5	42.5	65.2	49.8	42.7	52.3	NA	NA	NA	NA
1985.....	57.7	40.2	50.6	74.6	60.1	42.2	51.0	NA	NA	NA	NA
1990.....	60.1	46.7	54.4	76.6	63.0	46.8	42.7	NA	NA	NA	NA
1995.....	61.9	34.2	56.1	83.5	64.3	51.2	53.7	27.3	47.0	70.2	87.7
2000.....	63.3	49.7	59.5	76.9	65.7	54.9	52.9	44.4	51.8	63.8	81.2
2001.....	61.7	43.8	56.3	79.9	64.2	54.6	51.7	39.0	51.9	62.0	81.3
2002.....	65.2	56.4	60.7	78.2	68.9	59.4	53.3	43.3	51.9	65.9	82.6
2003.....	63.9	52.8	57.6	80.1	66.2	57.5	58.6	43.3	53.9	62.9	82.1
2004.....	66.7	49.6	63.5	79.3	68.8	62.5	61.8	39.6	54.7	66.5	85.8
2005.....	68.6	53.5	65.1	81.2	73.2	55.7	54.0	43.0	62.1	65.6	88.8

NA = not available

NOTES: Includes students ages 16–24 years completing high school in survey year. Family income categorized as: low income includes families in lowest 20% of income distribution, middle income includes families in middle 60%, and high income includes families in highest 20%. Parents' education is highest level of education attained by either parent of student. Some data before 2000 omitted because of space limitations but can be obtained from The Condition of Education 2007 (see source below).

SOURCE: National Center for Education Statistics, The Condition of Education 2007, NCES 2007-064 (2007).

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