

# *Appendix 1*

## *Supplemental Tables*





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## Enrollment in Early Childhood Education Programs

**Table 1-1** Percentage of children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Selected years 1991–2001

| Characteristic                               | 1991 | 1993 | 1995 | 1996 | 1999 | 2001 |
|--|------|------|------|------|------|------|
| <b>Total*</b>                                | 52.8 | 52.7 | 55.1 | 55.0 | 59.7 | 56.4 |
| <b>Age</b>                                   |      |      |      |      |      |      |
| 3  | 42.3 | 40.4 | 40.7 | 42.1 | 45.7 | 43.0 |
| 4  | 60.4 | 62.2 | 64.7 | 63.2 | 69.6 | 66.2 |
| 5  | 63.9 | 65.7 | 74.5 | 72.8 | 76.5 | 72.8 |
| <b>Sex</b>                                   |      |      |      |      |      |      |
| Male   | 52.4 | 52.5 | 55.0 | 55.0 | 60.8 | 53.6 |
| Female                                       | 53.2 | 52.9 | 55.2 | 54.9 | 58.6 | 59.2 |
| <b>Race/ethnicity</b>                        |      |      |      |      |      |      |
| White  | 54.0 | 53.5 | 56.9 | 57.1 | 60.0 | 59.0 |
| Black  | 58.3 | 57.3 | 59.5 | 64.7 | 73.2 | 63.7 |
| Hispanic                                     | 38.8 | 42.8 | 37.4 | 39.4 | 44.2 | 39.8 |
| <b>Poverty status</b>                        |      |      |      |      |      |      |
| Below poverty                                | 44.2 | 43.3 | 45.1 | 43.8 | 51.4 | 46.7 |
| At or above poverty                          | 55.7 | 56.0 | 58.8 | 59.1 | 62.3 | 59.1 |
| <b>Poverty status and race/ethnicity</b>     |      |      |      |      |      |      |
| <b>Below poverty</b>                         |      |      |      |      |      |      |
| White  | 41.0 | 39.6 | 43.4 | 39.4 | 43.2 | 46.1 |
| Black  | 55.4 | 53.2 | 54.9 | 60.9 | 72.2 | 60.1 |
| Hispanic                                     | 34.4 | 37.2 | 30.1 | 32.6 | 41.2 | 36.2 |
| <b>At or above poverty</b>                   |      |      |      |      |      |      |
| White  | 56.4 | 56.0 | 59.6 | 60.3 | 62.6 | 60.8 |
| Black  | 61.8 | 62.6 | 66.1 | 69.0 | 74.1 | 66.2 |
| Hispanic                                     | 42.2 | 48.1 | 43.8 | 45.1 | 46.8 | 42.4 |
| <b>Family type</b>                           |      |      |      |      |      |      |
| Two parents                                  | 53.7 | 52.1 | 54.9 | 53.8 | 58.8 | 56.5 |
| One or no parent                             | 49.7 | 54.2 | 55.6 | 57.9 | 61.9 | 56.1 |
| <b>Mother's education</b>                    |      |      |      |      |      |      |
| Less than high school                        | 31.5 | 33.1 | 34.8 | 37.3 | 40.3 | 38.3 |
| High school diploma or equivalent            | 45.8 | 43.2 | 47.6 | 49.0 | 51.7 | 47.1 |
| Some college, including vocational/technical | 60.2 | 60.3 | 56.8 | 57.8 | 62.9 | 62.0 |
| Bachelor's degree or higher                  | 71.9 | 73.4 | 74.5 | 73.0 | 73.9 | 69.5 |
| <b>Mother's employment status</b>            |      |      |      |      |      |      |
| Worked 35 hours or more per week             | 59.3 | 61.3 | 60.2 | 63.1 | 64.8 | 62.9 |
| Worked less than 35 hours per week           | 58.0 | 56.7 | 62.1 | 64.4 | 64.0 | 61.4 |
| Looking for work                             | 43.2 | 48.1 | 51.8 | 46.9 | 54.6 | 46.9 |
| Not in labor force                           | 45.3 | 44.2 | 46.5 | 43.1 | 52.2 | 46.8 |

\*Children from racial/ethnic groups other than White, Black, and Hispanic are included in the totals but not shown separately.

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

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), "Parent Interview" survey, various years.

## Past and Projected Elementary and Secondary School Enrollments

Table 2-1 Public elementary and secondary school enrollment in grades K–12 (in thousands), by grade level, with projections: Fall 1965–2011

| Fall of year | Total  | Grades K–8       | Grades 9–12 |
|--------------|--------|------------------|-------------|
| 1965         | 42,173 | 30,563           | 11,610      |
| 1970         | 45,894 | 32,558           | 13,336      |
| 1975         | 44,819 | 30,515           | 14,304      |
| 1980         | 40,877 | 27,647           | 13,231      |
| 1985         | 39,422 | 27,034           | 12,388      |
| 1990         | 41,217 | 29,878           | 11,338      |
| 1991         | 42,047 | 30,506           | 11,541      |
| 1992         | 42,823 | 31,088           | 11,735      |
| 1993         | 43,465 | 31,504           | 11,961      |
| 1994         | 44,111 | 31,898           | 12,213      |
| 1995         | 44,840 | 32,341           | 12,500      |
| 1996         | 45,611 | 32,764           | 12,847      |
| 1997         | 46,127 | 33,073           | 13,054      |
| 1998         | 46,539 | 33,346           | 13,193      |
| 1999         | 46,857 | 33,488           | 13,369      |
|              |        | <b>Projected</b> |             |
| 2000         | 47,051 | 33,545           | 13,506      |
| 2001         | 47,213 | 33,587           | 13,626      |
| 2002         | 47,358 | 33,574           | 13,784      |
| 2003         | 47,432 | 33,475           | 13,957      |
| 2004         | 47,494 | 33,276           | 14,218      |
| 2005         | 47,536 | 33,091           | 14,445      |
| 2006         | 47,515 | 32,947           | 14,569      |
| 2007         | 47,430 | 32,868           | 14,562      |
| 2008         | 47,286 | 32,860           | 14,426      |
| 2009         | 47,178 | 32,913           | 14,265      |
| 2010         | 47,131 | 33,034           | 14,096      |
| 2011         | 47,170 | 33,179           | 13,991      |

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

SOURCE: U.S. Department of Education, NCES. Common Core of Data (CCD), various years, and (2001) *Projections of Education Statistics to 2011* (NCES 2001–083).

## Past and Projected Elementary and Secondary School Enrollments

Table 2-2 Public elementary and secondary school enrollment in grades K–12 (in thousands), by region, with projections: Fall 1965–2011

| Fall of year     | Total  | Region    |         |         |         |        |         |        |         |  |
|------------------|--------|-----------|---------|---------|---------|--------|---------|--------|---------|--|
|                  |        | Northeast |         | Midwest |         | South  |         | West   |         |  |
|                  |        | Total     | Percent | Total   | Percent | Total  | Percent | Total  | Percent |  |
| 1965             | 42,173 | 8,833     | 20.9    | 11,834  | 28.1    | 13,834 | 32.8    | 7,568  | 17.9    |  |
| 1970             | 45,894 | 9,860     | 21.5    | 12,936  | 28.2    | 14,759 | 32.2    | 8,339  | 18.2    |  |
| 1975             | 44,819 | 9,679     | 21.6    | 12,295  | 27.4    | 14,654 | 32.7    | 8,191  | 18.3    |  |
| 1980             | 40,877 | 8,215     | 20.1    | 10,698  | 26.2    | 14,134 | 34.6    | 7,831  | 19.2    |  |
| 1985             | 39,422 | 7,318     | 18.6    | 9,862   | 25.0    | 14,117 | 35.8    | 8,124  | 20.6    |  |
| 1990             | 41,217 | 7,282     | 17.7    | 9,944   | 24.1    | 14,807 | 35.9    | 9,184  | 22.3    |  |
| 1991             | 42,047 | 7,407     | 17.6    | 10,080  | 24.0    | 15,081 | 35.9    | 9,479  | 22.5    |  |
| 1992             | 42,823 | 7,526     | 17.6    | 10,198  | 23.8    | 15,357 | 35.9    | 9,742  | 22.7    |  |
| 1993             | 43,465 | 7,654     | 17.6    | 10,289  | 23.7    | 15,591 | 35.9    | 9,931  | 22.8    |  |
| 1994             | 44,111 | 7,760     | 17.6    | 10,386  | 23.5    | 15,851 | 35.9    | 10,114 | 22.9    |  |
| 1995             | 44,840 | 7,894     | 17.6    | 10,512  | 23.4    | 16,118 | 35.9    | 10,316 | 23.0    |  |
| 1996             | 45,611 | 8,006     | 17.6    | 10,638  | 23.3    | 16,373 | 35.9    | 10,594 | 23.2    |  |
| 1997             | 46,127 | 8,085     | 17.5    | 10,704  | 23.2    | 16,563 | 35.9    | 10,775 | 23.4    |  |
| 1998             | 46,539 | 8,145     | 17.5    | 10,722  | 23.0    | 16,713 | 35.9    | 10,959 | 23.5    |  |
| 1999             | 46,857 | 8,196     | 17.5    | 10,726  | 22.9    | 16,842 | 35.9    | 11,094 | 23.7    |  |
| <b>Projected</b> |        |           |         |         |         |        |         |        |         |  |
| 2000             | 47,051 | 8,218     | 17.5    | 10,702  | 22.7    | 16,939 | 36.0    | 11,193 | 23.8    |  |
| 2001             | 47,213 | 8,248     | 17.5    | 10,695  | 22.7    | 16,990 | 36.0    | 11,280 | 23.9    |  |
| 2002             | 47,358 | 8,264     | 17.5    | 10,685  | 22.6    | 17,044 | 36.0    | 11,364 | 24.0    |  |
| 2003             | 47,432 | 8,260     | 17.4    | 10,659  | 22.5    | 17,074 | 36.0    | 11,439 | 24.1    |  |
| 2004             | 47,494 | 8,241     | 17.4    | 10,634  | 22.4    | 17,105 | 36.0    | 11,515 | 24.2    |  |
| 2005             | 47,536 | 8,208     | 17.3    | 10,614  | 22.3    | 17,125 | 36.0    | 11,589 | 24.4    |  |
| 2006             | 47,515 | 8,155     | 17.2    | 10,585  | 22.3    | 17,127 | 36.0    | 11,648 | 24.5    |  |
| 2007             | 47,430 | 8,087     | 17.1    | 10,539  | 22.2    | 17,106 | 36.1    | 11,697 | 24.7    |  |
| 2008             | 47,286 | 8,012     | 16.9    | 10,479  | 22.2    | 17,070 | 36.1    | 11,726 | 24.8    |  |
| 2009             | 47,178 | 7,945     | 16.8    | 10,427  | 22.1    | 17,036 | 36.1    | 11,770 | 24.9    |  |
| 2010             | 47,131 | 7,892     | 16.7    | 10,390  | 22.0    | 17,012 | 36.1    | 11,836 | 25.1    |  |
| 2011             | 47,170 | 7,854     | 16.7    | 10,369  | 22.0    | 17,017 | 36.1    | 11,930 | 25.3    |  |

NOTE: Includes most kindergarten and some nursery school enrollment. Details may not add to totals due to rounding. *Supplemental Note 1* identifies the states in each region.

SOURCE: U.S. Department of Education, NCES. Common Core of Data (CCD), various years, and (2001) *Projections of Education Statistics to 2011* (NCES 2001–083).

## Past and Projected Elementary and Secondary School Enrollments

Table 2-3 Private elementary and secondary school enrollment (in thousands), by grade level and region: School years 1989–90 through 1999–2000

| School year        | Total | Northeast | Midwest | South | West |
|--------------------|-------|-----------|---------|-------|------|
| <b>Grades K–12</b> |       |           |         |       |      |
| 1989–90            | 4,714 | 1,310     | 1,340   | 1,240 | 824  |
| 1991–92            | 4,783 | 1,280     | 1,335   | 1,276 | 892  |
| 1993–94            | 4,743 | 1,235     | 1,294   | 1,363 | 851  |
| 1995–96            | 4,920 | 1,245     | 1,329   | 1,416 | 930  |
| 1997–98            | 4,962 | 1,241     | 1,328   | 1,479 | 915  |
| 1999–2000          | 5,074 | 1,255     | 1,332   | 1,553 | 934  |
| <b>Grades K–8</b>  |       |           |         |       |      |
| 1989–90            | 3,588 | 947       | 1,052   | 949   | 639  |
| 1991–92            | 3,657 | 935       | 1,059   | 974   | 689  |
| 1993–94            | 3,641 | 907       | 1,021   | 1,048 | 664  |
| 1995–96            | 3,760 | 911       | 1,042   | 1,086 | 721  |
| 1997–98            | 3,781 | 911       | 1,036   | 1,126 | 708  |
| 1999–2000          | 3,849 | 917       | 1,035   | 1,177 | 720  |
| <b>Grades 9–12</b> |       |           |         |       |      |
| 1989–90            | 1,126 | 362       | 288     | 291   | 185  |
| 1991–92            | 1,126 | 346       | 276     | 302   | 203  |
| 1993–94            | 1,102 | 328       | 273     | 315   | 186  |
| 1995–96            | 1,160 | 334       | 286     | 330   | 209  |
| 1997–98            | 1,181 | 330       | 292     | 353   | 206  |
| 1999–2000          | 1,225 | 338       | 297     | 375   | 214  |

NOTE: Estimates exclude ungraded students. Details may not add to totals due to rounding. *Supplemental Note 1* identifies the states in each region.

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

## Racial/Ethnic Distribution of Public School Students

Table 3-1 Percentage distribution of public school students enrolled in grades K–12 who were minorities: October 1972–2000

| October | White | Minority enrollment |       |          |       |
|---------|-------|---------------------|-------|----------|-------|
|         |       | Total               | Black | Hispanic | Other |
| 1972    | 77.8  | 22.2                | 14.8  | 6.0      | 1.4   |
| 1973    | 78.1  | 21.9                | 14.7  | 5.7      | 1.4   |
| 1974    | 76.8  | 23.2                | 15.4  | 6.3      | 1.5   |
| 1975    | 76.2  | 23.8                | 15.4  | 6.7      | 1.7   |
| 1976    | 76.2  | 23.8                | 15.5  | 6.5      | 1.7   |
| 1977    | 76.1  | 23.9                | 15.8  | 6.2      | 1.9   |
| 1978    | 75.5  | 24.5                | 16.0  | 6.5      | 2.1   |
| 1979    | 75.8  | 24.2                | 15.7  | 6.6      | 1.9   |
| 1980    | 72.8  | 27.2                | 16.2  | 8.6      | 2.4   |
| 1981    | 72.4  | 27.6                | 16.0  | 8.7      | 2.9   |
| 1982    | 71.9  | 28.1                | 16.0  | 8.9      | 3.2   |
| 1983    | 71.3  | 28.7                | 16.1  | 9.2      | 3.4   |
| 1984    | 71.7  | 28.3                | 16.1  | 8.5      | 3.6   |
| 1985    | 69.6  | 30.4                | 16.8  | 10.1     | 3.5   |
| 1986    | 69.1  | 30.9                | 16.6  | 10.8     | 3.6   |
| 1987    | 68.5  | 31.5                | 16.6  | 10.8     | 4.0   |
| 1988    | 68.3  | 31.7                | 16.5  | 11.0     | 4.2   |
| 1989    | 68.0  | 32.0                | 16.6  | 11.4     | 4.0   |
| 1990    | 67.6  | 32.4                | 16.5  | 11.7     | 4.2   |
| 1991    | 67.1  | 32.9                | 16.8  | 11.8     | 4.2   |
| 1992    | 66.8  | 33.3                | 16.9  | 12.1     | 4.3   |
| 1993    | 67.0  | 33.0                | 16.6  | 12.1     | 4.3   |
| 1994    | 65.8  | 34.2                | 16.7  | 13.7     | 3.8   |
| 1995    | 65.5  | 34.5                | 16.9  | 14.1     | 3.5   |
| 1996    | 63.7  | 36.3                | 16.6  | 14.5     | 5.3   |
| 1997    | 63.0  | 37.0                | 16.9  | 14.9     | 5.1   |
| 1998    | 62.4  | 37.6                | 17.2  | 15.4     | 5.1   |
| 1999    | 61.9  | 38.1                | 16.5  | 16.2     | 5.5   |
| 2000    | 61.3  | 38.7                | 16.6  | 16.6     | 5.4   |

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

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

## Racial/Ethnic Distribution of Public School Students

Table 3-2 Percentage distribution of public school students enrolled in grades K–12 who were minorities, by region: October 1972–2000

| October | White | Minority enrollment |       |          |       | White | Total | Minority enrollment |          |       |  |
|---------|-------|---------------------|-------|----------|-------|-------|-------|---------------------|----------|-------|--|
|         |       | Total               | Black | Hispanic | Other |       |       | Black               | Hispanic | Other |  |
|         |       | Northeast           |       |          |       |       |       | Midwest             |          |       |  |
| 1972    | 81.4  | 18.6                | 12.4  | 5.5      | 0.7   | 87.5  | 12.5  | 10.6                | 1.5      | 0.3   |  |
| 1973    | 81.3  | 18.7                | 12.5  | 5.5      | 0.7   | 87.7  | 12.3  | 10.6                | 1.2      | 0.5   |  |
| 1974    | 81.1  | 18.9                | 12.7  | 5.5      | 0.7   | 86.6  | 13.4  | 11.2                | 1.6      | 0.7   |  |
| 1975    | 80.0  | 20.0                | 13.3  | 6.1      | 0.7   | 86.2  | 13.8  | 11.7                | 1.6      | 0.5   |  |
| 1976    | 79.3  | 20.7                | 12.7  | 6.3      | 1.7   | 86.9  | 13.1  | 11.2                | 1.5      | 0.4   |  |
| 1977    | 80.4  | 19.6                | 12.6  | 5.8      | 1.3   | 85.7  | 14.3  | 11.8                | 1.7      | 0.8   |  |
| 1978    | 79.9  | 20.1                | 13.6  | 5.7      | 0.8   | 85.9  | 14.1  | 11.2                | 1.7      | 1.2   |  |
| 1979    | 78.5  | 21.5                | 15.0  | 6.0      | 0.5   | 86.8  | 13.2  | 10.3                | 1.8      | 1.1   |  |
| 1980    | 78.0  | 22.0                | 13.5  | 6.8      | 1.6   | 83.8  | 16.2  | 12.9                | 1.7      | 1.5   |  |
| 1981    | 76.5  | 23.5                | 13.3  | 8.2      | 2.0   | 84.4  | 15.6  | 12.1                | 1.9      | 1.6   |  |
| 1982    | 76.1  | 23.9                | 13.4  | 8.3      | 2.3   | 84.6  | 15.4  | 11.8                | 1.8      | 1.7   |  |
| 1983    | 76.3  | 23.7                | 13.8  | 7.9      | 2.0   | 83.6  | 16.4  | 12.5                | 2.1      | 1.8   |  |
| 1984    | 76.8  | 23.2                | 13.2  | 7.1      | 2.9   | 82.2  | 17.8  | 13.7                | 2.3      | 1.8   |  |
| 1985    | 74.1  | 25.9                | 13.4  | 10.4     | 2.1   | 79.7  | 20.3  | 14.7                | 3.2      | 2.3   |  |
| 1986    | 73.8  | 26.2                | 13.3  | 10.7     | 2.2   | 81.8  | 18.2  | 13.0                | 3.4      | 1.8   |  |
| 1987    | 74.2  | 25.8                | 13.1  | 9.5      | 3.3   | 80.7  | 19.3  | 13.8                | 3.1      | 2.4   |  |
| 1988    | 74.6  | 25.4                | 13.9  | 8.6      | 2.9   | 79.7  | 20.3  | 14.8                | 3.3      | 2.2   |  |
| 1989    | 73.8  | 26.2                | 14.1  | 9.1      | 3.0   | 80.5  | 19.5  | 13.8                | 3.4      | 2.2   |  |
| 1990    | 73.3  | 26.7                | 13.2  | 10.1     | 3.3   | 81.7  | 18.4  | 13.2                | 2.7      | 2.5   |  |
| 1991    | 72.9  | 27.1                | 14.0  | 9.9      | 3.2   | 81.6  | 18.4  | 13.0                | 2.9      | 2.5   |  |
| 1992    | 71.9  | 28.1                | 14.7  | 9.8      | 3.6   | 81.5  | 18.5  | 13.2                | 2.7      | 2.6   |  |
| 1993    | 72.2  | 27.8                | 15.2  | 8.8      | 3.8   | 80.8  | 19.2  | 13.4                | 3.6      | 2.2   |  |
| 1994    | 72.3  | 27.7                | 13.8  | 10.8     | 3.1   | 78.1  | 21.9  | 14.9                | 4.7      | 2.3   |  |
| 1995    | 70.7  | 29.3                | 14.7  | 11.6     | 2.9   | 79.3  | 20.7  | 13.9                | 4.5      | 2.3   |  |
| 1996    | 68.2  | 31.8                | 15.9  | 12.1     | 3.7   | 79.9  | 20.1  | 12.8                | 4.4      | 2.9   |  |
| 1997    | 67.7  | 32.3                | 16.1  | 12.3     | 3.8   | 79.3  | 20.7  | 13.3                | 4.5      | 2.9   |  |
| 1998    | 67.9  | 32.1                | 14.9  | 13.4     | 3.7   | 78.4  | 21.6  | 13.4                | 4.9      | 3.3   |  |
| 1999    | 68.2  | 31.8                | 14.1  | 13.0     | 4.7   | 76.0  | 24.0  | 14.1                | 5.9      | 4.0   |  |
| 2000    | 68.1  | 31.9                | 15.5  | 11.4     | 5.0   | 76.3  | 23.7  | 15.3                | 5.5      | 2.8   |  |

See footnotes at end of table.

## Racial/Ethnic Distribution of Public School Students

Table 3-2 Percentage distribution of public school students enrolled in grades K–12 who were minorities, by region: October 1972–2000—Continued

| October | White | Minority enrollment |       |          |       | White | Total | Minority enrollment |          |       |  |
|---------|-------|---------------------|-------|----------|-------|-------|-------|---------------------|----------|-------|--|
|         |       | Total               | Black | Hispanic | Other |       |       | Black               | Hispanic | Other |  |
|         |       |                     | South |          |       |       |       | West                |          |       |  |
| 1972    | 69.7  | 30.3                | 24.8  | 5.0      | 0.5   | 72.8  | 27.2  | 6.4                 | 15.3     | 5.5   |  |
| 1973    | 69.6  | 30.4                | 24.8  | 5.0      | 0.6   | 74.1  | 25.9  | 6.2                 | 14.4     | 5.2   |  |
| 1974    | 67.8  | 32.2                | 25.6  | 6.1      | 0.5   | 72.7  | 27.3  | 6.8                 | 14.9     | 5.6   |  |
| 1975    | 67.4  | 32.6                | 25.2  | 6.6      | 0.7   | 72.0  | 28.0  | 7.0                 | 14.8     | 6.3   |  |
| 1976    | 67.1  | 32.9                | 25.7  | 6.3      | 0.9   | 72.9  | 27.1  | 7.1                 | 14.8     | 5.2   |  |
| 1977    | 67.5  | 32.5                | 26.3  | 5.5      | 0.6   | 72.2  | 27.8  | 6.7                 | 14.8     | 6.3   |  |
| 1978    | 66.4  | 33.6                | 26.3  | 6.2      | 1.1   | 71.4  | 28.6  | 6.8                 | 15.2     | 6.6   |  |
| 1979    | 68.6  | 31.4                | 24.6  | 6.0      | 0.8   | 70.0  | 30.0  | 7.8                 | 15.7     | 6.6   |  |
| 1980    | 64.6  | 35.4                | 25.8  | 8.2      | 1.4   | 66.9  | 33.1  | 6.6                 | 20.5     | 6.0   |  |
| 1981    | 64.1  | 35.9                | 25.9  | 8.5      | 1.4   | 66.5  | 33.5  | 6.8                 | 18.5     | 8.1   |  |
| 1982    | 64.1  | 35.9                | 26.9  | 7.9      | 1.1   | 65.2  | 34.8  | 5.4                 | 19.9     | 9.5   |  |
| 1983    | 63.9  | 36.1                | 26.0  | 8.6      | 1.5   | 63.9  | 36.1  | 5.5                 | 20.4     | 10.3  |  |
| 1984    | 66.0  | 34.0                | 24.7  | 7.5      | 1.8   | 63.8  | 36.2  | 6.8                 | 19.6     | 9.8   |  |
| 1985    | 63.4  | 36.6                | 25.9  | 8.8      | 2.0   | 64.1  | 35.9  | 6.4                 | 20.6     | 8.9   |  |
| 1986    | 62.2  | 37.8                | 26.6  | 9.0      | 2.2   | 62.5  | 37.5  | 6.1                 | 22.0     | 9.4   |  |
| 1987    | 61.9  | 38.1                | 26.3  | 9.6      | 2.2   | 60.3  | 39.7  | 7.1                 | 22.9     | 9.7   |  |
| 1988    | 62.2  | 37.8                | 25.0  | 10.5     | 2.3   | 60.3  | 39.7  | 6.5                 | 22.7     | 10.5  |  |
| 1989    | 61.7  | 38.3                | 26.1  | 9.9      | 2.4   | 59.4  | 40.6  | 6.1                 | 24.9     | 9.6   |  |
| 1990    | 59.9  | 40.1                | 27.4  | 10.6     | 2.1   | 59.0  | 41.0  | 5.5                 | 25.1     | 10.4  |  |
| 1991    | 59.5  | 40.5                | 27.7  | 10.3     | 2.5   | 59.0  | 41.0  | 5.8                 | 25.5     | 9.7   |  |
| 1992    | 59.5  | 40.5                | 27.2  | 10.5     | 2.7   | 58.5  | 41.5  | 5.8                 | 26.3     | 9.3   |  |
| 1993    | 60.1  | 39.9                | 26.4  | 10.7     | 2.8   | 58.7  | 41.3  | 6.1                 | 25.9     | 9.3   |  |
| 1994    | 59.2  | 40.8                | 26.2  | 12.4     | 2.2   | 58.4  | 41.6  | 5.7                 | 27.5     | 8.5   |  |
| 1995    | 59.0  | 41.0                | 27.0  | 12.1     | 1.8   | 57.0  | 43.0  | 5.5                 | 29.6     | 7.9   |  |
| 1996    | 57.7  | 42.3                | 26.9  | 12.6     | 2.8   | 52.8  | 47.2  | 5.2                 | 29.4     | 12.6  |  |
| 1997    | 57.0  | 43.0                | 27.0  | 13.4     | 2.6   | 52.1  | 47.9  | 6.5                 | 29.4     | 12.1  |  |
| 1998    | 56.0  | 44.0                | 28.1  | 13.1     | 2.9   | 51.9  | 48.1  | 6.8                 | 30.1     | 11.2  |  |
| 1999    | 55.3  | 44.7                | 26.9  | 14.8     | 3.0   | 52.7  | 47.3  | 5.7                 | 30.6     | 11.0  |  |
| 2000    | 55.1  | 44.9                | 25.6  | 16.0     | 3.2   | 51.1  | 48.9  | 5.9                 | 31.6     | 11.4  |  |

NOTE: Percentages may not add to 100.0 due to rounding. See *Supplemental Note 1* for information on the racial/ethnic categories and a list of states that are included in each region. For total enrollment and distribution of total enrollment by region, see table 2-2.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

## Poverty Among School-Aged Children

Table 4-1 Poverty rates of related children ages 5–17, by region: 1990–2001

| Year | Total | Region    |         |       |      |
|------|-------|-----------|---------|-------|------|
|      |       | Northeast | Midwest | South | West |
| 1990 | 17.9  | 15.2      | 16.6    | 20.6  | 17.7 |
| 1991 | 18.7  | 17.0      | 16.7    | 21.6  | 17.9 |
| 1992 | 20.0  | 18.0      | 17.8    | 22.9  | 19.9 |
| 1993 | 19.7  | 18.3      | 16.9    | 22.9  | 19.0 |
| 1994 | 20.7  | 19.5      | 17.4    | 23.8  | 20.5 |
| 1995 | 20.2  | 18.7      | 17.2    | 22.5  | 21.0 |
| 1996 | 19.2  | 18.1      | 15.2    | 21.9  | 20.4 |
| 1997 | 19.0  | 19.3      | 13.5    | 21.4  | 20.9 |
| 1998 | 18.8  | 19.1      | 14.1    | 20.4  | 21.0 |
| 1999 | 17.9  | 18.7      | 13.4    | 19.3  | 19.8 |
| 2000 | 15.9  | 15.9      | 12.3    | 17.8  | 16.8 |
| 2001 | 15.4  | 13.7      | 13.0    | 16.9  | 16.9 |

NOTE: To define poverty, the Bureau of the Census uses a set of money income thresholds that vary by family size and composition to determine who is poor. If a family's income is less than the family's threshold, then that family, and every individual in it, is considered poor. The poverty thresholds are updated annually for inflation using the Consumer Price Index (CPI). See *Supplemental Note 1* for the states in each region.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1990–2001.

## Poverty Among School-Aged Children

Table 4-2 Number (in thousands) and percentage of related children ages 5–17 in poverty, by urbanicity and region: 1997

| Type of student | Total  | Urbanicity                     |                                |                          |                          |            |            |                       |                            |
|-----------------|--------|--------------------------------|--------------------------------|--------------------------|--------------------------|------------|------------|-----------------------|----------------------------|
|                 |        | Central city, within large MSA | Central city, within small MSA | Suburb, within large MSA | Suburb, within small MSA | Large town | Small town | Rural, not within MSA | Rural, within MSA (exurbs) |
|                 |        | <b>Total</b>                   |                                |                          |                          |            |            |                       |                            |
| All students    | 50,848 | 8,563                          | 74,244                         | 15,655                   | 4,820                    | 706        | 5,141      | 4,699                 | 3,840                      |
| Poor            | 9,298  | 2,437                          | 16,361                         | 1,892                    | 718                      | 136        | 1,043      | 966                   | 470                        |
| Nonpoor         | 41,550 | 6,126                          | 57,883                         | 13,762                   | 4,102                    | 569        | 4,098      | 3,734                 | 3,370                      |
| Percent poverty | 18.3   | 28.5                           | 22.0                           | 12.1                     | 14.9                     | 19.3       | 20.3       | 20.6                  | 12.2                       |
|                 |        | <b>Northeast</b>               |                                |                          |                          |            |            |                       |                            |
| All students    | 9,190  | 1,794                          | 10,615                         | 3,198                    | 1,020                    | 34         | 528        | 450                   | 1,104                      |
| Poor            | 1,625  | 616                            | 3,135                          | 327                      | 99                       | 6          | 85         | 73                    | 106                        |
| Nonpoor         | 7,565  | 1,178                          | 7,480                          | 2,871                    | 921                      | 28         | 444        | 378                   | 998                        |
| Percent poverty | 17.7   | 34.3                           | 29.5                           | 10.2                     | 9.7                      | 18.7       | 16.0       | 16.2                  | 9.6                        |
|                 |        | <b>Midwest</b>                 |                                |                          |                          |            |            |                       |                            |
| All students    | 12,050 | 1,701                          | 17,430                         | 3,391                    | 863                      | 219        | 1,558      | 1,515                 | 1,061                      |
| Poor            | 1,742  | 486                            | 3,301                          | 247                      | 82                       | 35         | 226        | 242                   | 95                         |
| Nonpoor         | 10,307 | 1,215                          | 14,129                         | 3,144                    | 782                      | 184        | 1,332      | 1,273                 | 966                        |
| Percent poverty | 14.5   | 28.6                           | 18.9                           | 7.3                      | 9.4                      | 16.0       | 14.5       | 16.0                  | 8.9                        |
|                 |        | <b>South</b>                   |                                |                          |                          |            |            |                       |                            |
| All students    | 17,809 | 2,503                          | 27,895                         | 4,518                    | 2,126                    | 226        | 2,185      | 2,160                 | 1,301                      |
| Poor            | 3,589  | 619                            | 6,231                          | 609                      | 396                      | 52         | 561        | 521                   | 207                        |
| Nonpoor         | 14,219 | 1,884                          | 21,664                         | 3,909                    | 1,730                    | 174        | 1,624      | 1,639                 | 1,094                      |
| Percent poverty | 20.2   | 24.7                           | 22.3                           | 13.5                     | 18.6                     | 23.2       | 25.7       | 24.1                  | 15.9                       |
|                 |        | <b>West</b>                    |                                |                          |                          |            |            |                       |                            |
| All students    | 11,799 | 2,565                          | 18,304                         | 4,548                    | 811                      | 227        | 870        | 574                   | 374                        |
| Poor            | 2,341  | 716                            | 3,694                          | 710                      | 141                      | 42         | 172        | 130                   | 61                         |
| Nonpoor         | 9,458  | 1,850                          | 14,610                         | 3,838                    | 670                      | 184        | 698        | 444                   | 313                        |
| Percent poverty | 19.8   | 27.9                           | 20.2                           | 15.6                     | 17.4                     | 18.6       | 19.7       | 22.6                  | 16.3                       |

NOTE: MSA denotes metropolitan statistical area. To define poverty, the Bureau of the Census uses a set of money income thresholds that vary by family size and composition to determine who is poor. If a family's income is less than the family's threshold, then that family, and every individual in it, is considered poor. The poverty thresholds are updated annually for inflation using the Consumer Price Index (CPI). See *Supplemental Note 1* for a definition of urbanicity and the states in each region. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Public School District Universe Survey," 1997–98 and U.S. Department of Commerce, Current Population Survey, Small Area Income and Poverty estimates, Title I Eligibility Database, 1997.

## Past and Projected Undergraduate Enrollments

Table 5-1 Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions (in thousands), by sex, enrollment status, and type of institution, with projections: Fall 1970–2011

| Year       | Total  | Sex   |        | Enrollment status |           | Type of institution |        |
|------------|--------|-------|--------|-------------------|-----------|---------------------|--------|
|            |        | Male  | Female | Full-time         | Part-time | 4-year              | 2-year |
| 1970       | 7,376  | 4,254 | 3,122  | 5,280             | 2,096     | 5,057               | 2,319  |
| 1971       | 7,743  | 4,418 | 3,325  | 5,512             | 2,231     | 5,164               | 2,579  |
| 1972       | 7,941  | 4,429 | 3,512  | 5,488             | 2,453     | 5,185               | 2,756  |
| 1973       | 8,261  | 4,538 | 3,723  | 5,580             | 2,681     | 5,249               | 3,012  |
| 1974       | 8,798  | 4,765 | 4,033  | 5,726             | 3,072     | 5,394               | 3,404  |
| 1975       | 9,679  | 5,257 | 4,422  | 6,169             | 3,510     | 5,709               | 3,970  |
| 1976       | 9,429  | 4,902 | 4,527  | 6,030             | 3,399     | 5,546               | 3,883  |
| 1977       | 9,717  | 4,897 | 4,820  | 6,094             | 3,623     | 5,674               | 4,043  |
| 1978       | 9,691  | 4,766 | 4,925  | 5,967             | 3,724     | 5,663               | 4,028  |
| 1979       | 9,998  | 4,821 | 5,178  | 6,080             | 3,919     | 5,781               | 4,217  |
| 1980       | 10,475 | 5,000 | 5,475  | 6,362             | 4,113     | 5,949               | 4,526  |
| 1981       | 10,755 | 5,109 | 5,646  | 6,449             | 4,306     | 6,039               | 4,716  |
| 1982       | 10,825 | 5,170 | 5,655  | 6,484             | 4,341     | 6,053               | 4,772  |
| 1983       | 10,846 | 5,158 | 5,688  | 6,514             | 4,332     | 6,123               | 4,723  |
| 1984       | 10,618 | 5,007 | 5,611  | 6,348             | 4,270     | 6,087               | 4,531  |
| 1985       | 10,597 | 4,962 | 5,635  | 6,320             | 4,277     | 6,066               | 4,531  |
| 1986       | 10,798 | 5,018 | 5,780  | 6,352             | 4,446     | 6,118               | 4,680  |
| 1987       | 11,046 | 5,068 | 5,978  | 6,463             | 4,584     | 6,270               | 4,776  |
| 1988       | 11,317 | 5,138 | 6,179  | 6,642             | 4,674     | 6,442               | 4,875  |
| 1989       | 11,743 | 5,311 | 6,432  | 6,841             | 4,902     | 6,592               | 5,151  |
| 1990       | 11,959 | 5,380 | 6,579  | 6,976             | 4,983     | 6,719               | 5,240  |
| 1991       | 12,439 | 5,571 | 6,868  | 7,221             | 5,218     | 6,787               | 5,652  |
| 1992       | 12,538 | 5,583 | 6,955  | 7,244             | 5,293     | 6,816               | 5,722  |
| 1993       | 12,324 | 5,484 | 6,840  | 7,179             | 5,144     | 6,758               | 5,566  |
| 1994       | 12,263 | 5,422 | 6,840  | 7,169             | 5,094     | 6,733               | 5,530  |
| 1995       | 12,232 | 5,401 | 6,831  | 7,145             | 5,086     | 6,739               | 5,493  |
| 1996       | 12,327 | 5,421 | 6,907  | 7,299             | 5,029     | 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 | 5,560 | 7,122  | 7,735             | 4,947     | 7,089               | 5,592  |
| Projected* |        |       |        |                   |           |                     |        |
| 2000       | 12,894 | 5,617 | 7,277  | 7,785             | 5,109     | 7,161               | 5,733  |
| 2001       | 13,182 | 5,715 | 7,467  | 8,012             | 5,170     | 7,349               | 5,833  |
| 2002       | 13,378 | 5,773 | 7,605  | 8,136             | 5,242     | 7,468               | 5,910  |
| 2003       | 13,628 | 5,845 | 7,784  | 8,316             | 5,313     | 7,624               | 6,004  |
| 2004       | 13,855 | 5,912 | 7,942  | 8,474             | 5,380     | 7,759               | 6,096  |
| 2005       | 14,048 | 5,966 | 8,083  | 8,611             | 5,438     | 7,877               | 6,171  |
| 2006       | 14,261 | 6,031 | 8,231  | 8,772             | 5,490     | 8,011               | 6,250  |
| 2007       | 14,461 | 6,099 | 8,361  | 8,927             | 5,533     | 8,136               | 6,325  |
| 2008       | 14,694 | 6,187 | 8,508  | 9,115             | 5,580     | 8,283               | 6,411  |
| 2009       | 14,922 | 6,274 | 8,648  | 9,296             | 5,626     | 8,430               | 6,492  |
| 2010       | 15,111 | 6,341 | 8,771  | 9,438             | 5,674     | 8,555               | 6,556  |
| 2011       | 15,305 | 6,404 | 8,902  | 9,574             | 5,732     | 8,680               | 6,625  |

\* Projections based on data through 1999 and middle alternative assumptions concerning the economy.

NOTE: Data for 1999 were imputed using alternative procedures. Details may not add to totals due to rounding.

SOURCE: U. S. Department of Education, NCES. (2001). *Digest of Education Statistics 2000* (NCES 2001–034), and *Projections of Education Statistics to 2011* (NCES 2001–083).

## Trends in Graduate/First-Professional Enrollments

Table 6-1 Total graduate and first-professional enrollment (in thousands) in degree-granting institutions, by sex and enrollment status of student: 1970–99

| Year | Graduate |     |       |           |           | First-professional |     |       |           |           |
|------|----------|-----|-------|-----------|-----------|--------------------|-----|-------|-----------|-----------|
|      | Total    | Men | Women | Full-time | Part-time | Total              | Men | Women | Full-time | Part-time |
| 1970 | 1,031    | 630 | 400   | 379       | 651       | 173                | 159 | 15    | 157       | 16        |
| 1971 | 1,012    | 615 | 394   | 388       | 621       | 193                | 174 | 19    | 176       | 16        |
| 1972 | 1,066    | 626 | 439   | 394       | 671       | 207                | 183 | 23    | 190       | 17        |
| 1973 | 1,123    | 648 | 477   | 410       | 715       | 219                | 186 | 33    | 202       | 17        |
| 1974 | 1,190    | 663 | 526   | 427       | 762       | 235                | 194 | 41    | 216       | 19        |
| 1975 | 1,263    | 700 | 563   | 453       | 810       | 242                | 192 | 50    | 220       | 22        |
| 1976 | 1,333    | 714 | 619   | 463       | 870       | 244                | 190 | 54    | 220       | 24        |
| 1977 | 1,319    | 700 | 617   | 473       | 845       | 251                | 191 | 60    | 226       | 25        |
| 1978 | 1,312    | 682 | 630   | 468       | 844       | 257                | 192 | 65    | 233       | 24        |
| 1979 | 1,309    | 669 | 640   | 476       | 833       | 263                | 193 | 70    | 239       | 24        |
| 1980 | 1,343    | 675 | 670   | 485       | 860       | 278                | 199 | 78    | 251       | 26        |
| 1981 | 1,343    | 674 | 669   | 484       | 859       | 275                | 193 | 82    | 248       | 26        |
| 1982 | 1,322    | 670 | 653   | 485       | 838       | 278                | 191 | 87    | 252       | 26        |
| 1983 | 1,340    | 677 | 663   | 497       | 843       | 279                | 188 | 90    | 250       | 29        |
| 1984 | 1,345    | 672 | 673   | 501       | 844       | 279                | 185 | 94    | 250       | 29        |
| 1985 | 1,376    | 677 | 700   | 509       | 867       | 274                | 180 | 94    | 247       | 28        |
| 1986 | 1,435    | 693 | 742   | 522       | 913       | 270                | 174 | 97    | 246       | 25        |
| 1987 | 1,452    | 693 | 759   | 527       | 925       | 268                | 170 | 98    | 242       | 27        |
| 1988 | 1,472    | 697 | 774   | 553       | 919       | 267                | 167 | 100   | 241       | 26        |
| 1989 | 1,522    | 710 | 811   | 572       | 949       | 274                | 169 | 106   | 248       | 27        |
| 1990 | 1,586    | 737 | 849   | 599       | 987       | 273                | 167 | 107   | 246       | 28        |
| 1991 | 1,639    | 761 | 878   | 642       | 997       | 281                | 170 | 111   | 252       | 29        |
| 1992 | 1,669    | 772 | 896   | 666       | 1,003     | 281                | 169 | 112   | 252       | 29        |
| 1993 | 1,688    | 771 | 917   | 688       | 1,000     | 292                | 173 | 120   | 260       | 33        |
| 1994 | 1,721    | 776 | 946   | 706       | 1,016     | 295                | 174 | 121   | 263       | 31        |
| 1995 | 1,732    | 768 | 965   | 717       | 1,015     | 298                | 174 | 124   | 266       | 31        |
| 1996 | 1,742    | 759 | 983   | 737       | 1,005     | 298                | 173 | 126   | 267       | 31        |
| 1997 | 1,753    | 758 | 996   | 752       | 1,001     | 298                | 170 | 129   | 267       | 31        |
| 1998 | 1,768    | 754 | 1,013 | 754       | 1,014     | 302                | 169 | 134   | 271       | 31        |
| 1999 | 1,807    | 766 | 1,041 | 781       | 1,026     | 303                | 165 | 138   | 271       | 33        |

NOTE: Data include unclassified graduate students. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, NCES. Higher Education General Information Survey (HEGIS), \*Fall Enrollment in Colleges and Universities\* surveys, and Integrated Postsecondary Education Data System (IPEDS), \*Fall Enrollment\* surveys, various years.

## Trends in Graduate/First-Professional Enrollments

**Table 6-2** Total graduate and first-professional enrollment (in thousands) and percentage distribution of students in degree-granting institutions, by race/ethnicity and enrollment status: 1976–99

|                                | 1976  | 1980  | 1990  | 1995  | 1996  | 1997  | 1998  | 1999  |
|--------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| <b>Enrollment</b>              |       |       |       |       |       |       |       |       |
| <b>Graduate</b>                |       |       |       |       |       |       |       |       |
| <b>Total</b>                   | 1,323 | 1,341 | 1,586 | 1,732 | 1,742 | 1,753 | 1,768 | 1,807 |
| White                          | 1,116 | 1,105 | 1,228 | 1,282 | 1,273 | 1,262 | 1,254 | 1,246 |
| Total minority                 | 134   | 144   | 190   | 271   | 286   | 302   | 318   | 336   |
| Black                          | 78    | 75    | 84    | 119   | 125   | 132   | 139   | 148   |
| Hispanic                       | 26    | 32    | 47    | 68    | 73    | 79    | 83    | 90    |
| Asian/Pacific Islander         | 25    | 32    | 53    | 76    | 79    | 83    | 87    | 89    |
| American Indian/Alaska Native  | 5     | 5     | 6     | 8     | 9     | 9     | 10    | 10    |
| Nonresident alien              | 72    | 92    | 167   | 179   | 183   | 189   | 195   | 224   |
| <b>First-professional</b>      |       |       |       |       |       |       |       |       |
| <b>Total</b>                   | 244   | 277   | 273   | 298   | 298   | 298   | 302   | 303   |
| White                          | 220   | 248   | 221   | 223   | 222   | 220   | 221   | 220   |
| Total minority                 | 21    | 26    | 47    | 67    | 69    | 70    | 74    | 75    |
| Black                          | 11    | 13    | 16    | 21    | 21    | 21    | 22    | 22    |
| Hispanic                       | 5     | 7     | 11    | 14    | 14    | 14    | 14    | 15    |
| Asian/Pacific Islander         | 4     | 6     | 19    | 30    | 31    | 33    | 35    | 36    |
| American Indian/Alaska Native  | 1     | 1     | 1     | 2     | 2     | 2     | 2     | 2     |
| Nonresident alien              | 3     | 3     | 5     | 7     | 8     | 7     | 7     | 8     |
| <b>Percentage distribution</b> |       |       |       |       |       |       |       |       |
| <b>Graduate</b>                |       |       |       |       |       |       |       |       |
| <b>Total</b>                   | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White                          | 89.2  | 88.5  | 86.6  | 82.6  | 81.6  | 80.7  | 79.8  | 78.7  |
| Total minority                 | 10.8  | 11.5  | 13.4  | 17.4  | 18.4  | 19.3  | 20.2  | 21.3  |
| Black                          | 6.3   | 6.0   | 5.9   | 7.6   | 8.0   | 8.4   | 8.8   | 9.3   |
| Hispanic                       | 2.1   | 2.6   | 3.3   | 4.4   | 4.7   | 5.0   | 5.3   | 5.7   |
| Asian/Pacific Islander         | 2.0   | 2.5   | 3.8   | 4.9   | 5.1   | 5.3   | 5.5   | 5.6   |
| American Indian/Alaska Native  | 0.4   | 0.4   | 0.4   | 0.5   | 0.6   | 0.6   | 0.6   | 0.6   |
| Nonresident alien              | (t)   |
| <b>First-professional</b>      |       |       |       |       |       |       |       |       |
| <b>Total</b>                   | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White                          | 91.3  | 90.4  | 82.6  | 76.9  | 76.3  | 75.8  | 74.9  | 74.4  |
| Total minority                 | 8.7   | 9.6   | 17.4  | 23.1  | 23.7  | 24.2  | 25.1  | 25.6  |
| Black                          | 4.6   | 4.7   | 5.9   | 7.4   | 7.4   | 7.3   | 7.6   | 7.6   |
| Hispanic                       | 1.9   | 2.4   | 4.0   | 4.8   | 4.8   | 4.8   | 4.9   | 5.0   |
| Asian/Pacific Islander         | 1.7   | 2.2   | 7.0   | 10.2  | 10.8  | 11.3  | 11.9  | 12.3  |
| American Indian/Alaska Native  | 0.5   | 0.3   | 0.4   | 0.7   | 0.7   | 0.8   | 0.7   | 0.7   |
| Nonresident alien              | (t)   |

†Not applicable.

NOTE: Data include unclassified graduate students. Distribution for U.S. citizens only. Details may not add to totals due to rounding. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years.

## Reading Performance of Students in Grade 4

Table 7-1 Average reading scale score and percentage of 4<sup>th</sup>-grade students at or above each reading achievement level, by sex: 1992, 1994, 1998, and 2000

| Sex and achievement level    | 1992                            | 1994 | 1998 | 2000 |
|------------------------------|---------------------------------|------|------|------|
|                              | Average scale score             |      |      |      |
| All 4 <sup>th</sup> -graders | 217                             | 214  | 217  | 217  |
| Male                         | 213                             | 209  | 214  | 212  |
| Female                       | 221                             | 220  | 220  | 222  |
|                              | Percentage at achievement level |      |      |      |
| All 4 <sup>th</sup> -graders |                                 |      |      |      |
| Below Basic                  | 38                              | 40   | 38   | 37   |
| At or above Basic            | 62                              | 60   | 62   | 63   |
| At or above Proficient       | *29                             | 30   | 31   | 32   |
| At Advanced                  | *6                              | 7    | 7    | 8    |
| Male                         |                                 |      |      |      |
| Below Basic                  | 42                              | 45   | 41   | 42   |
| At or above Basic            | 58                              | 55   | 59   | 58   |
| At or above Proficient       | 25                              | 26   | 28   | 27   |
| At Advanced                  | 5                               | 6    | 6    | 6    |
| Female                       |                                 |      |      |      |
| Below Basic                  | 33                              | 34   | 35   | 33   |
| At or above Basic            | 67                              | 66   | 65   | 67   |
| At or above Proficient       | *32                             | 34   | 33   | 36   |
| At Advanced                  | 8                               | 9    | 8    | 10   |

\*Significantly different from 2000.

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Fourth-Grade Reading 2000* (NCES 2001-499).

## Reading Performance of Students in Grade 4

Table 7-2 Average reading scale score for 4<sup>th</sup>-graders, by selected student, family, and school characteristics: 2000

| School and student characteristics  | Average scale score |
|---|---------------------|
| Total   | 217                 |
| Sex   |                     |
| Male  | 212                 |
| Female  | 222                 |
| Race/ethnicity  |                     |
| White   | 226                 |
| Black   | 193                 |
| Hispanic  | 197                 |
| Asian/Pacific Islander  | 232                 |
| American Indian/Alaska Native   | 196                 |
| Number of pages per day read in school and for homework                       |                     |
| 5 or fewer  | 202                 |
| 6–10  | 215                 |
| 11 or more  | 222                 |
| How often discuss studies at home   |                     |
| Almost every day  | 221                 |
| Once or twice a week  | 219                 |
| Once or twice a month   | 217                 |
| Never/hardly ever   | 201                 |
| Control   |                     |
| Public  | 215                 |
| Private   | 234                 |
| Type of location  |                     |
| Central city  | 209                 |
| Urban fringe/large town   | 222                 |
| Rural/small town  | 218                 |
| Enrollment  |                     |
| Less than 300   | 222                 |
| 300–999   | 217                 |
| 1,000 or more   | 206                 |
| Percentage of students in the school eligible for free or reduced-price lunch |                     |
| 0–10  | 236                 |
| 11–25   | 227                 |
| 26–50   | 218                 |
| 51–75   | 205                 |
| 76–100  | 191                 |

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Fourth-Grade Reading 2000* (NCES 2001–499), and unpublished data from the NAEP 2000 Grade 4 Reading Assessment, provided by the Educational Testing Service.

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

**Table 8-1 Trends in the Black-White gap in average reading scale scores, by age: 1971–99**

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

NOTE: The gap is determined by subtracting the average Black score from the average White score in table 8-2. Score gaps may differ by 1 point from that achieved by subtracting the average scores of Blacks from the average scores for Whites due to rounding.

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

**Table 8-2 Trends in average reading scale scores, by race, age, and score quartile: 1971–99**

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

<sup>1</sup>Details may not add to totals due to rounding.

<sup>2</sup>Change is greater than 0 but less than .5.

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

## International Comparisons of Reading Literacy

Table 9-1 Combined reading literacy average scores, standard deviation, and average subscale scores of 15-year-olds, by country: 2000

| Country                            | Combined reading literacy score | Standard deviation <sup>1</sup> | Reading subscales      |                    |                     |
|------------------------------------|---------------------------------|---------------------------------|------------------------|--------------------|---------------------|
|                                    |                                 |                                 | Retrieving information | Interpreting texts | Reflecting on texts |
| International average <sup>2</sup> | 500                             | 100                             | 498                    | 501                | 502                 |
| Australia                          | 528                             | 102                             | *536                   | 527                | 526                 |
| Austria                            | 507                             | *93                             | 502                    | 508                | 512                 |
| Belgium                            | 507                             | 107                             | 515                    | 512                | 497                 |
| Brazil                             | *396                            | *86                             | *365                   | *400               | *417                |
| Canada                             | *534                            | *95                             | *530                   | *532               | *542                |
| Czech Republic                     | 492                             | 96                              | 481                    | 500                | 485                 |
| Denmark                            | 497                             | 98                              | 498                    | 494                | 500                 |
| Finland                            | *546                            | *89                             | *556                   | *555               | *533                |
| France                             | 505                             | *92                             | 515                    | 506                | 496                 |
| Germany                            | 484                             | 111                             | 483                    | 488                | *478                |
| Greece                             | *474                            | 97                              | *450                   | *475               | 495                 |
| Hungary                            | 480                             | *94                             | 478                    | 480                | *481                |
| Iceland                            | 507                             | *92                             | 500                    | 514                | 501                 |
| Ireland                            | 527                             | *94                             | 524                    | 526                | *533                |
| Italy                              | 487                             | *91                             | 488                    | 489                | 483                 |
| Japan                              | 522                             | *86                             | 526                    | 518                | 530                 |
| Korea, Republic of                 | 525                             | *70                             | *530                   | 525                | 526                 |
| Latvia                             | *458                            | 102                             | *451                   | *459               | *458                |
| Liechtenstein                      | 483                             | 96                              | 492                    | 484                | *468                |
| Luxembourg                         | *441                            | 100                             | *433                   | *446               | *442                |
| Mexico                             | *422                            | *86                             | *402                   | *419               | *446                |
| New Zealand                        | *529                            | 108                             | *535                   | 526                | 529                 |
| Norway                             | 505                             | 104                             | 505                    | 505                | 506                 |
| Poland                             | 479                             | 100                             | 475                    | 482                | *477                |
| Portugal                           | *470                            | 97                              | *455                   | *473               | *480                |
| Russian Federation                 | *462                            | *92                             | *451                   | *468               | *455                |
| Spain                              | 493                             | *85                             | 483                    | 491                | 506                 |
| Sweden                             | 516                             | *92                             | 516                    | 522                | 510                 |
| Switzerland                        | 494                             | 102                             | 498                    | 496                | 488                 |
| United Kingdom                     | 523                             | 100                             | 523                    | 514                | *539                |
| United States                      | 504                             | 105                             | 499                    | 505                | 507                 |

\*Significantly different from the United States.

<sup>1</sup>A standard deviation provides information about the distribution of students' combined reading literacy scale scores. In a normal distribution, 68 percent of scores fall within plus or minus one standard deviation of the mean, and 95 percent fall within plus or minus two standard deviations of the mean.

<sup>2</sup>The international average is the average of OECD countries only and thus excludes Brazil, Latvia, Liechtenstein, and the Russian Federation. For more information on this study, see *Supplemental Note 4*.

SOURCE: U.S. Department of Education, NCES. (2001). *Outcomes of Learning: Results from the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy* (NCES 2002-115).

## International Comparisons of Reading Literacy

**Table 9-2** Relationship between socioeconomic status and combined reading literacy average score and combined reading literacy average score, by sex and parents' education, by country: 2000

| Country                            | Socioeconomic status<br>Average score<br>increase with a one-<br>point increase on<br>the ISEI index <sup>1</sup> | Sex    |      |                              | Parents' education       |   |                                   |                              |
|------------------------------------|---|--------|------|------------------------------|--------------------------|---|-----------------------------------|------------------------------|
|                                    |   | Female | Male | Differ-<br>ence <sup>2</sup> | Less than<br>high school | High school<br>diploma or<br>equivalent | Bachelor's<br>degree or<br>higher | Differ-<br>ence <sup>2</sup> |
| International average <sup>3</sup> | 2.1   | 517    | 485  | 32                           | *471                     | 508                                     | 530                               | 59                           |
| Australia                          | 1.9   | *546   | 513  | 34                           | *498                     | *521                                    | 559                               | 61                           |
| Austria                            | 2.2   | 520    | 495  | 26                           | *495                     | *533                                    | 536                               | *41                          |
| Belgium                            | 2.3   | 525    | 492  | 33                           | 450                      | *540                                    | 519                               | 69                           |
| Brazil                             | 1.6   | *404   | *388 | 17                           | *374                     | *420                                    | *428                              | *54                          |
| Canada                             | 1.6   | *551   | *519 | 32                           | *482                     | *522                                    | 549                               | 67                           |
| Czech Republic                     | 2.7   | 510    | 473  | 37                           | 450                      | 502                                     | 538                               | 88                           |
| Denmark                            | 1.8   | 510    | 485  | 25                           | 457                      | 491                                     | 528                               | 71                           |
| Finland                            | *1.3  | *571   | *520 | *51                          | *531                     | *559                                    | *566                              | *35                          |
| France                             | 1.9   | 519    | 490  | 29                           | *484                     | *530                                    | 523                               | *39                          |
| Germany                            | 2.8   | 502    | 468  | 35                           | 464                      | 511                                     | 524                               | 60                           |
| Greece                             | 1.7   | *493   | *456 | 37                           | 442                      | 482                                     | *495                              | 53                           |
| Hungary                            | 2.4   | 496    | 465  | 32                           | 433                      | 495                                     | 529                               | 96                           |
| Iceland                            | *1.2  | 528    | 488  | 40                           | *497                     | 509                                     | 526                               | *29                          |
| Ireland                            | 1.9   | *542   | 513  | 29                           | *505                     | *530                                    | 544                               | *39                          |
| Italy                              | 1.6   | 507    | 469  | 38                           | 465                      | 502                                     | 515                               | *50                          |
| Japan                              | *0.4  | 537    | 507  | 30                           | —                        | —                                       | —                                 | —                            |
| Korea, Republic of                 | *0.9  | 533    | *519 | 14                           | *507                     | *532                                    | 541                               | *34                          |
| Latvia                             | *1.3  | *485   | *432 | *53                          | *403                     | *458                                    | *473                              | 70                           |
| Liechtenstein                      | 2.0   | 500    | 468  | 31                           | *476                     | (#)                                     | 509                               | *33                          |
| Luxembourg                         | 2.4   | *456   | *429 | 27                           | *418                     | *469                                    | *479                              | 61                           |
| Mexico                             | 1.9   | *432   | *411 | 20                           | *403                     | *457                                    | *469                              | 66                           |
| New Zealand                        | 2.0   | *553   | 507  | 46                           | *515                     | *541                                    | 549                               | *34                          |
| Norway                             | 1.8   | 529    | 486  | 43                           | *492                     | 500                                     | 520                               | *28                          |
| Poland                             | 2.2   | 498    | 461  | 36                           | 443                      | 485                                     | 533                               | 90                           |
| Portugal                           | 2.4   | *482   | *458 | 25                           | 456                      | 482                                     | 514                               | 58                           |
| Russian Federation                 | 1.6   | *481   | *443 | 38                           | 418                      | *458                                    | *476                              | 58                           |
| Spain                              | 1.6   | 505    | 481  | 24                           | *473                     | 510                                     | 525                               | *52                          |
| Sweden                             | 1.7   | 536    | 499  | 37                           | *495                     | *518                                    | 526                               | *31                          |
| Switzerland                        | 2.5   | 510    | 480  | 30                           | *477                     | 517                                     | 519                               | *42                          |
| United Kingdom                     | 2.4   | 537    | 512  | 26                           | *500                     | *558                                    | 547                               | *47                          |
| United States                      | 2.1   | 518    | 490  | 29                           | 443                      | 497                                     | 536                               | 93                           |

—Not available.

#Too small to report.

\*Significantly different from the United States.

<sup>1</sup>Socioeconomic status is measured by the International Socioeconomic Index (ISEI), a measure based on the occupations of the student's parent(s). Occupations ranged from 16 to 90 on the ISEI index. The numbers shown in the table indicate the strength of the relationship between socioeconomic status and literacy. A one-point difference in ISEI is associated with an n-point difference in literacy, where "n" is the number shown in the table. Thus, the larger the number, the greater is the association between socioeconomic status and literacy. For example, in the United States, a 50-point difference on the ISEI is roughly equivalent to the difference in socioeconomic status between a medical doctor and a motor vehicle mechanic, or an architect and a garbage collector. This 50-point ISEI difference would translate to a score difference of approximately 105 points in reading literacy. For more information on this measure, see NCES 2002–115.

<sup>2</sup>The difference was computed by subtracting the male score from the female score and by subtracting the score for students whose parents had less than a high school diploma from the score for students whose parents had a bachelor's degree or higher.

<sup>3</sup>The international average is the average of OECD countries only and thus excludes Brazil, Latvia, Liechtenstein, and the Russian Federation. For more information on this study, see *Supplemental Note 4*.

SOURCE: U.S. Department of Education, NCES. (2001). *Outcomes of Learning: Results from the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy* (NCES 2002–115).

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

Table 10-1 Average mathematics scale score and percentage of students at or above each mathematics achievement level, by grade: 1990, 1992, 1996, and 2000

| Grade and achievement level | 1990                            | 1992 | 1996 | 2000 |
|-----------------------------|---------------------------------|------|------|------|
|                             | Average scale score             |      |      |      |
| Grade 4                     | *213                            | *220 | *224 | 228  |
| Grade 8                     | *263                            | *268 | *272 | 275  |
| Grade 12                    | *294                            | 299  | *304 | 301  |
|                             | Percentage at achievement level |      |      |      |
| Grade 4                     |                                 |      |      |      |
| Below Basic                 | *50                             | *41  | *36  | 31   |
| At or above Basic           | *50                             | *59  | *64  | 69   |
| At or above Proficient      | *13                             | *18  | *21  | 26   |
| At Advanced                 | *1                              | *2   | 2    | 3    |
| Grade 8                     |                                 |      |      |      |
| Below Basic                 | *48                             | *42  | *38  | 34   |
| At or above Basic           | *52                             | *58  | *62  | 66   |
| At or above Proficient      | *15                             | *21  | *24  | 27   |
| At Advanced                 | *2                              | *3   | 4    | 5    |
| Grade 12                    |                                 |      |      |      |
| Below Basic                 | *42                             | 36   | *31  | 35   |
| At or above Basic           | *58                             | 64   | *69  | 65   |
| At or above Proficient      | *12                             | 15   | 16   | 17   |
| At Advanced                 | 1                               | 2    | 2    | 2    |

\*Significantly different from 2000.

NOTE: See *Supplemental Note 3* for more information on achievement levels and the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2001). *The Nations Report Card: Mathematics 2000* (NCES 2001-517).

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

Table 10-2 Average mathematics scale score for 4<sup>th</sup>-, 8<sup>th</sup>-, and 12<sup>th</sup>-graders, by selected student and school characteristics: 2000

| Student and school characteristics  | Average scale score |            |            |
|---|---------------------|------------|------------|
|   | Grade 4             | Grade 8    | Grade 12   |
| <b>Total</b>  | <b>228</b>          | <b>275</b> | <b>301</b> |
| Sex   |                     |            |            |
| Male  | 229                 | 277        | 303        |
| Female  | 226                 | 274        | 299        |
| Race/ethnicity  |                     |            |            |
| White   | 236                 | 286        | 308        |
| Black   | 205                 | 247        | 274        |
| Hispanic  | 212                 | 253        | 283        |
| Asian/Pacific Islander  | (†)                 | 289        | 319        |
| American Indian/Alaska Native   | 216                 | 255        | 293        |
| Parents' education  |                     |            |            |
| High school diploma or less   | —                   | 262        | 286        |
| Bachelor's degree or higher   | —                   | 287        | 313        |
| Current mathematics class in 8 <sup>th</sup> grade                            |                     |            |            |
| Group 1   | —                   | 267        | —          |
| Group 2   | —                   | 295        | —          |
| Mathematics courses taken by 12 <sup>th</sup> grade                           |                     |            |            |
| Low-level   | —                   | —          | 275        |
| Middle-level  | —                   | —          | 292        |
| High-level  | —                   | —          | 318        |
| Control   |                     |            |            |
| Public  | 226                 | 274        | 300        |
| Private   | 238                 | 287        | 315        |
| Type of location  |                     |            |            |
| Central city  | 222                 | 268        | 298        |
| Urban fringe/large town   | 232                 | 280        | 304        |
| Rural/small town  | 227                 | 276        | 300        |
| Enrollment  |                     |            |            |
| Less than 300   | 230                 | 281        | 300        |
| 300–999   | 228                 | 276        | 301        |
| 1,000 or more   | 217                 | 273        | 301        |
| Percentage of students in the school eligible for free or reduced-price lunch |                     |            |            |
| 0–10  | 243                 | 291        | 311        |
| 11–25   | 234                 | 285        | 303        |
| 26–50   | 228                 | 273        | 297        |
| 51–75   | 218                 | 261        | 280        |
| 76–100  | 207                 | 248        | 276        |

—Not available.

†Omitted due to concerns about its accuracy.

NOTE: See *Supplemental Note 3* for more information on the National Assessment of Educational Progress (NAEP), including descriptions of the 8<sup>th</sup>- and 12<sup>th</sup>-grade mathematics course-taking levels.

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), and unpublished data from the NAEP 2000 Mathematics Assessment, provided by the Educational Testing Service.

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

Table 10-3 Average mathematics scale score for public school 4<sup>th</sup>- and 8<sup>th</sup>-graders in 2000 and change in score since 1992 in grade 4 and since 1990 in grade 8, by state and jurisdiction: 2000

| State and jurisdiction  | Grade 4                     |                                      | Grade 8                     |                                      |
|-------------------------|-----------------------------|--------------------------------------|-----------------------------|--------------------------------------|
|                         | Average scale score in 2000 | Change from 1992 average scale score | Average scale score in 2000 | Change from 1990 average scale score |
| Nation                  | 226                         | *8                                   | 274                         | *13                                  |
| Alabama                 | **218                       | *10                                  | **262                       | *9                                   |
| Arizona <sup>1</sup>    | **219                       | 4                                    | 271                         | *11                                  |
| Arkansas                | **217                       | *7                                   | **261                       | *5                                   |
| California <sup>1</sup> | **214                       | *5                                   | **262                       | *6                                   |
| Connecticut             | **234                       | *7                                   | **282                       | *12                                  |
| Georgia                 | **220                       | *4                                   | **266                       | *7                                   |
| Hawaii                  | **216                       | 2                                    | **263                       | *12                                  |
| Idaho <sup>1</sup>      | 227                         | *5                                   | **278                       | *6                                   |
| Illinois <sup>1</sup>   | 225                         | —                                    | 277                         | *16                                  |
| Indiana <sup>1</sup>    | **234                       | *13                                  | **283                       | *16                                  |
| Iowa <sup>1</sup>       | **233                       | 3                                    | —                           | —                                    |
| Kansas <sup>1</sup>     | **232                       | —                                    | **284                       | —                                    |
| Kentucky                | **221                       | *6                                   | 272                         | *14                                  |
| Louisiana               | **218                       | *14                                  | **259                       | *13                                  |
| Maine <sup>1</sup>      | **231                       | -1                                   | **284                       | —                                    |
| Maryland                | **222                       | *5                                   | 276                         | *15                                  |
| Massachusetts           | **235                       | *8                                   | **283                       | —                                    |
| Michigan <sup>1</sup>   | **231                       | *11                                  | **278                       | *14                                  |
| Minnesota <sup>1</sup>  | **235                       | *7                                   | **288                       | *12                                  |
| Mississippi             | **211                       | *9                                   | **254                       | —                                    |
| Missouri                | 229                         | *6                                   | 274                         | —                                    |
| Montana <sup>1</sup>    | 230                         | —                                    | **287                       | *6                                   |
| Nebraska                | 226                         | 1                                    | **281                       | *5                                   |
| Nevada                  | **220                       | —                                    | **268                       | —                                    |
| New Mexico              | **214                       | 1                                    | **260                       | 3                                    |
| New York <sup>1</sup>   | 227                         | *8                                   | 276                         | *15                                  |
| North Carolina          | **232                       | *20                                  | **280                       | *30                                  |
| North Dakota            | **231                       | 2                                    | **283                       | 2                                    |
| Ohio <sup>1</sup>       | **231                       | *12                                  | **283                       | *19                                  |
| Oklahoma                | 225                         | *5                                   | 272                         | *8                                   |
| Oregon <sup>1</sup>     | 227                         | —                                    | **281                       | *9                                   |
| Rhode Island            | 225                         | *9                                   | 273                         | *13                                  |
| South Carolina          | **220                       | *8                                   | **266                       | —                                    |
| Tennessee               | **220                       | *9                                   | **263                       | —                                    |

See footnotes at end of table.

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

**Table 10-3** Average mathematics scale score for public school 4<sup>th</sup>- and 8<sup>th</sup>-graders in 2000 and change in score since 1992 in grade 4 and since 1990 in grade 8, by state and jurisdiction: 2000—Continued

| State and jurisdiction | Grade 4                     |                                      | Grade 8                     |                                      |
|------------------------|-----------------------------|--------------------------------------|-----------------------------|--------------------------------------|
|                        | Average scale score in 2000 | Change from 1992 average scale score | Average scale score in 2000 | Change from 1990 average scale score |
| Texas                  | **233                       | *15                                  | 275                         | *17                                  |
| Utah                   | 227                         | 3                                    | 275                         | —                                    |
| Vermont <sup>1</sup>   | **232                       | —                                    | **283                       | —                                    |
| Virginia               | **230                       | *10                                  | 277                         | *12                                  |
| West Virginia          | 225                         | *10                                  | **271                       | *15                                  |
| Wyoming                | 229                         | *4                                   | 277                         | *5                                   |
| Other jurisdictions    |                             |                                      |                             |                                      |
| American Samoa         | **157                       | —                                    | **195                       | —                                    |
| District of Columbia   | **193                       | 1                                    | **234                       | 3                                    |
| DDESS <sup>2</sup>     | 228                         | —                                    | 277                         | —                                    |
| DoDDS <sup>3</sup>     | 228                         | —                                    | **278                       | —                                    |
| Guam                   | **184                       | *.9                                  | **233                       | 2                                    |
| Virgin Islands         | **183                       | —                                    | —                           | —                                    |

—Indicates the jurisdiction did not participate in 2000, 1992 or 1990.

\*Change in score is statistically significant.

\*\*Significantly different from national average in 2000.

<sup>1</sup>Jurisdiction did not meet one or more of the guidelines for school participation in 2000.

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

<sup>3</sup>Department of Defense Dependent Schools.

NOTE: The NAEP assessment at the state level includes only public schools, while other reported national results in this indicator include both public and private school students. Comparative performance results may be affected by variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. See *Supplemental Note 3* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517).

## Poverty and Student Achievement

Table 11-1 Average mathematics scale score and percentage of public school students in 4<sup>th</sup>-grade mathematics, by percentage of students in the school eligible for free or reduced-priced lunch and selected student characteristics: 2000

| Student characteristic                              | 10 percent or less |         | 11–25 percent |         | 26–50 percent |         | 51–75 percent |         | More than 75 percent |         | Total population |         |
|---|--------------------|---------|---------------|---------|---------------|---------|---------------|---------|----------------------|---------|------------------|---------|
|   | Score              | Percent | Score         | Percent | Score         | Percent | Score         | Percent | Score                | Percent | Score            | Percent |
| Total   | 243                | 100.0   | 234           | 100.0   | 228           | 100.0   | 218           | 100.0   | 207                  | 100.0   | 226              | 100.0   |
| Language other than English spoken in the home      |                    |         |               |         |               |         |               |         |                      |         |                  |         |
| Never   | 244                | 66.2    | 235           | 67.8    | 230           | 65.0    | 220           | 63.4    | 207                  | 52.1    | 228              | 62.9    |
| Sometimes   | 243                | 28.4    | 236           | 25.5    | 228           | 28.9    | 217           | 27.8    | 209                  | 34.6    | 226              | 29.0    |
| Always  | 240                | 5.4     | 219           | 6.6     | 219           | 6.1     | 209           | 8.8     | 208                  | 13.3    | 215              | 8.1     |
| Race/ethnicity                                      |                    |         |               |         |               |         |               |         |                      |         |                  |         |
| White   | 245                | 83.9    | 237           | 81.8    | 233           | 70.3    | 226           | 55.7    | 217                  | 31.9    | 235              | 64.1    |
| Black   | (#)                | 3.0     | 215           | 6.8     | 211           | 13.3    | 203           | 19.0    | 201                  | 34.4    | 205              | 15.1    |
| Hispanic  | 223                | 6.1     | 218           | 8.2     | 221           | 13.1    | 209           | 21.3    | 203                  | 27.8    | 211              | 15.7    |
| Student is eligible for free or reduced-price lunch |                    |         |               |         |               |         |               |         |                      |         |                  |         |
| Eligible  | (#)                | 6.6     | 218           | 17.5    | 219           | 33.8    | 209           | 55.6    | 204                  | 80.5    | 210              | 40.6    |
| Not eligible  | 244                | 93.4    | 238           | 82.5    | 233           | 66.2    | 228           | 44.4    | 212                  | 19.5    | 236              | 59.4    |

#Too few sample cases for a reliable estimate.

NOTE: See *Supplemental Note 3* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), unpublished data provided by the Educational Testing Service, 2000.

## Poverty and Student Achievement

**Table 11-2** Percentage of 4<sup>th</sup>-grade students in the school eligible for free or reduced-priced lunch, by selected school and teacher characteristics of public schools: 2000

| School and teacher characteristics                                | Students in school eligible to receive free or reduced-price lunch |               |               |               |                      | Total population |
|---|--|---------------|---------------|---------------|----------------------|------------------|
|   | 10 percent or less   | 11–25 percent | 26–50 percent | 51–75 percent | More than 75 percent |                  |
| <b>Academic orientation</b>                                       |  |               |               |               |                      |                  |
| Average student attitude in school toward achievement             |  |               |               |               |                      |                  |
| Very positive   | 79.5   | 45.7          | 34.1          | 27.9          | 28.5                 | 43.5             |
| Somewhat positive   | 20.5   | 54.3          | 65.9          | 61.5          | 65.3                 | 53.2             |
| Somewhat/very negative  | 0.0  | 0.0           | 0.0           | 10.6          | 6.2                  | 3.3              |
| <b>Teacher characteristics</b>                                    |  |               |               |               |                      |                  |
| Teacher is certified in elementary mathematics*                   |  |               |               |               |                      |                  |
| Yes   | 27.1   | 39.6          | 37.6          | 31.2          | 22.0                 | 30.3             |
| No  | 44.1   | 38.6          | 38.8          | 51.7          | 63.7                 | 47.7             |
| Number of years spent teaching mathematics                        |  |               |               |               |                      |                  |
| 2 years or less   | 12.9   | 11.9          | 13.0          | 14.1          | 15.5                 | 14.0             |
| 3–5   | 17.7   | 14.4          | 13.9          | 22.5          | 17.0                 | 17.1             |
| 6–10  | 11.2   | 13.4          | 23.3          | 20.0          | 19.3                 | 18.0             |
| 11 or more  | 58.2   | 60.3          | 49.9          | 43.4          | 48.2                 | 50.9             |
| <b>School climate and discipline</b>                              |  |               |               |               |                      |                  |
| Physical conflicts in school among students                       |  |               |               |               |                      |                  |
| Serious/moderate  | 2.3  | 9.5           | 11.0          | 21.5          | 22.0                 | 12.7             |
| Minor   | 50.8   | 43.1          | 66.9          | 54.4          | 65.3                 | 56.3             |
| Not a problem   | 46.9   | 47.4          | 22.1          | 24.1          | 12.7                 | 31.0             |
| Percentage of students absent on a given day                      |  |               |               |               |                      |                  |
| 0–2   | 49.5   | 22.2          | 26.9          | 25.8          | 12.7                 | 27.8             |
| 3–5   | 50.5   | 73.3          | 57.3          | 64.2          | 65.1                 | 61.5             |
| More than 5   | 0.0  | 4.5           | 15.8          | 10.0          | 22.2                 | 10.7             |
| Percentage of teachers who left before the end of the school year |  |               |               |               |                      |                  |
| 0   | 94.1   | 89.5          | 69.1          | 70.6          | 64.2                 | 76.9             |
| 1–2   | 5.9  | 9.2           | 21.9          | 25.2          | 30.5                 | 19.2             |
| More than 3   | 0.0  | 1.4           | 9.0           | 4.2           | 5.3                  | 3.9              |
| <b>Enrollment</b>   |  |               |               |               |                      |                  |
| Less than 300   | 15.0   | 7.4           | 14.0          | 13.5          | 17.3                 | 13.7             |
| 300–1,000   | 84.3   | 87.6          | 83.7          | 82.9          | 73.5                 | 82.1             |
| More than 1,000   | 0.7  | 5.0           | 2.3           | 3.6           | 9.2                  | 4.2              |
| <b>Type of location</b>   |  |               |               |               |                      |                  |
| Central city  | 9.3  | 20.7          | 30.7          | 27.1          | 56.2                 | 29.9             |
| Urban fringe/large town   | 72.7   | 57.9          | 39.6          | 29.1          | 26.1                 | 45.6             |
| Rural/small town  | 18.0   | 21.3          | 29.7          | 43.8          | 17.7                 | 24.5             |

See footnotes at end of table.

## Poverty and Student Achievement

**Table 11-2** Percentage of 4<sup>th</sup>-grade students in the school eligible for free or reduced-priced lunch, by selected school and teacher characteristics of public schools: 2000—Continued

| School and teacher characteristics  | Students in school eligible to receive free or reduced-price lunch |               |               |               |                      | Total population |
|---|--|---------------|---------------|---------------|----------------------|------------------|
|   | 10 percent or less   | 11–25 percent | 26–50 percent | 51–75 percent | More than 75 percent |                  |
| School resources and social support   |  |               |               |               |                      |                  |
| Percentage of parents who participate in open-house or back-to-school night |  |               |               |               |                      |                  |
| 0–50  | 5.2  | 12.7          | 17.7          | 23.7          | 29.2                 | 17.4             |
| 51–75   | 11.5   | 12.2          | 38.9          | 45.8          | 29.1                 | 28.1             |
| More than 75  | 83.3   | 75.1          | 43.4          | 30.6          | 41.7                 | 54.5             |
| Percentage of parents who participate in parent-teacher organizations       |  |               |               |               |                      |                  |
| 0–25  | 21.0   | 29.8          | 61.6          | 68.9          | 70.5                 | 50.2             |
| 26–50   | 18.7   | 32.0          | 18.8          | 20.6          | 24.3                 | 22.9             |
| More than 50  | 60.3   | 38.2          | 19.6          | 10.6          | 5.2                  | 26.9             |
| Percentage of parents who participate in parent-teacher conferences         |  |               |               |               |                      |                  |
| 0–50  | 1.1  | 1.0           | 9.0           | 19.5          | 21.5                 | 10.1             |
| 51–75   | 1.7  | 18.0          | 23.1          | 30.1          | 27.1                 | 19.6             |
| More than 75  | 97.2   | 81.0          | 67.9          | 50.4          | 51.4                 | 70.3             |
| Percentage of students who received Title I funds                           |  |               |               |               |                      |                  |
| 0–10  | 92.2   | 76.0          | 55.2          | 17.0          | 1.2                  | 48.7             |
| 11–25   | 7.8  | 19.7          | 26.3          | 9.9           | 11.3                 | 14.5             |
| 26–50   | 0.0  | 4.4           | 11.4          | 10.9          | 7.5                  | 6.7              |
| 51–75   | 0.0  | 0.0           | 0.0           | 9.0           | 1.3                  | 2.0              |
| More than 75  | 0.0  | 0.0           | 7.2           | 53.2          | 78.6                 | 28.1             |

\*Details do not add to 100.0 because the questionnaire also included a category for "certification not offered in the state."

NOTE: See *Supplemental Note 3* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), unpublished data provided by the Educational Testing Service, 2000.

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

Table 12-1 Average science scale score and percentage of students at or above each science achievement level, by grade: 1996 and 2000

| Achievement level      | Grade 4    |            | Grade 8                                |            | Grade 12    |            |
|------------------------|------------|------------|--|------------|-------------|------------|
|                        | 1996       | 2000       | 1996                                   | 2000       | 1996        | 2000       |
| <b>Total</b>           | <b>150</b> | <b>150</b> | <b>Average scale score</b>             |            | <b>*150</b> | <b>147</b> |
|                        |            |            | <b>150</b>                             | <b>151</b> |             |            |
|                        |            |            | <b>Percentage at achievement level</b> |            |             |            |
| Below Basic            | 33         | 34         | 39                                     | 39         | *43         | 47         |
| At or above Basic      | 67         | 66         | 61                                     | 61         | *57         | 53         |
| At or above Proficient | 29         | 29         | *29                                    | 32         | 21          | 18         |
| At Advanced            | 3          | 4          | 3                                      | 4          | 3           | 2          |

\*Significantly different from 2000.

NOTE: See *Supplemental Note 3* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (forthcoming). *The Nation's Report Card: Science 2000* (NCES 2002-451).

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

Table 12-2 Average science scale score for 4<sup>th</sup>-, 8<sup>th</sup>-, and 12<sup>th</sup>-graders, by selected student and school characteristics: 2000

| Student and school characteristics | Average scale score |         |          |
|------------------------------------|---------------------|---------|----------|
|                                    | Grade 4             | Grade 8 | Grade 12 |
| Total                              | 150                 | 151     | 147      |
| Sex                                |                     |         |          |
| Male                               | 153                 | 154     | 148      |
| Female                             | 147                 | 147     | 145      |
| Race/ethnicity                     |                     |         |          |
| White                              | 160                 | 162     | 154      |
| Black                              | 124                 | 122     | 123      |
| Hispanic                           | 129                 | 128     | 128      |
| Asian/Pacific Islander             | (f)                 | 156     | 153      |
| American Indian/Alaska Native      | 140                 | 134     | 139      |
| Parents' education                 |                     |         |          |
| High school diploma or less        | —                   | 136     | 132      |
| Bachelor's degree or higher        | —                   | 162     | 157      |
| Current science class in 8th grade |                     |         |          |
| Not taking                         | —                   | 117     | —        |
| Life sciences                      | —                   | 142     | —        |
| Earth sciences                     | —                   | 152     | —        |
| Integrated sciences                | —                   | 154     | —        |
| Physical sciences                  | —                   | 155     | —        |
| General sciences                   | —                   | 156     | —        |
| Courses taken by 12th grade        |                     |         |          |
| General science                    |                     |         |          |
| Not taken                          | —                   | —       | 148      |
| Taken                              | —                   | —       | 147      |
| 1st-year biology                   |                     |         |          |
| Not taken                          | —                   | —       | 126      |
| Taken                              | —                   | —       | 150      |
| 1st-year chemistry                 |                     |         |          |
| Not taken                          | —                   | —       | 128      |
| Taken                              | —                   | —       | 157      |
| 1st-year physics                   |                     |         |          |
| Not taken                          | —                   | —       | 139      |
| Taken                              | —                   | —       | 165      |

See footnotes at end of table.

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

Table 12-2 Average science scale score for 4<sup>th</sup>-, 8<sup>th</sup>-, and 12<sup>th</sup>-graders, by selected student and school characteristics: 2000—Continued

| Student and school characteristics  | Average scale score |         |          |
|---|---------------------|---------|----------|
|   | Grade 4             | Grade 8 | Grade 12 |
| Control   |                     |         |          |
| Public  | 148                 | 149     | 145      |
| Private   | 163                 | 166     | 161      |
| Type of location  |                     |         |          |
| Central city  | 140                 | 142     | 144      |
| Urban fringe/large town   | 155                 | 156     | 149      |
| Rural/small town  | 152                 | 152     | 145      |
| Enrollment  |                     |         |          |
| Less than 300   | 156                 | 157     | 143      |
| 300–999   | 150                 | 152     | 147      |
| 1,000 or more   | 133                 | 148     | 147      |
| Percentage of students in the school eligible for free or reduced-price lunch |                     |         |          |
| 0–10  | 167                 | 165     | 156      |
| 11–25   | 162                 | 160     | 149      |
| 26–50   | 149                 | 151     | 142      |
| 51–75   | 141                 | 136     | 131      |
| 76–100  | 124                 | 122     | 121      |

—Not available.

†Omitted due to concerns about its accuracy.

NOTE: See *Supplemental Note 3* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (forthcoming). *The Nation's Report Card: Science 2000* (NCES 2002–451), and unpublished data from the NAEP 2000 Grade 4 Science Assessment, provided by the Educational Testing Service.

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

Table 12-3 Average science scale score for public school 4<sup>th</sup>- and 8<sup>th</sup>-graders in 2000 and change in score since 1996 in grade 8, by state and jurisdiction

| State and jurisdiction  | Grade 4                     | Grade 8                     | Change from 1996 average scale score |
|-------------------------|-----------------------------|-----------------------------|--------------------------------------|
|                         | Average scale score in 2000 | Average scale score in 2000 |                                      |
| <b>Nation</b>           | <b>148</b>                  | <b>149</b>                  | <b>1</b>                             |
| Alabama                 | **143                       | **141                       | 3                                    |
| Arizona <sup>1</sup>    | **141                       | 146                         | 1                                    |
| Arkansas                | 144                         | **143                       | -1                                   |
| California <sup>1</sup> | **131                       | **132                       | -6                                   |
| Connecticut             | **156                       | **154                       | -1                                   |
| Georgia                 | **143                       | **144                       | 2                                    |
| Hawaii                  | **136                       | **132                       | -2                                   |
| Idaho <sup>1</sup>      | **153                       | **159                       | —                                    |
| Illinois <sup>1</sup>   | 151                         | 150                         | —                                    |
| Indiana <sup>1</sup>    | **155                       | **156                       | 3                                    |
| Iowa <sup>1</sup>       | **160                       | —                           | —                                    |
| Kentucky                | **152                       | 152                         | 4                                    |
| Louisiana               | **139                       | **136                       | 3                                    |
| Maine <sup>1</sup>      | **161                       | **160                       | -3                                   |
| Maryland                | 146                         | 149                         | 4                                    |
| Massachusetts           | **162                       | **161                       | 4                                    |
| Michigan <sup>1</sup>   | **154                       | **156                       | 3                                    |
| Minnesota <sup>1</sup>  | **157                       | **160                       | 1                                    |
| Mississippi             | **133                       | **134                       | 1                                    |
| Missouri                | **156                       | **156                       | *5                                   |
| Montana <sup>1</sup>    | **160                       | **165                       | 3                                    |
| Nebraska                | 150                         | **157                       | 0                                    |
| Nevada                  | **142                       | **143                       | —                                    |
| New Mexico              | **138                       | **140                       | -1                                   |
| New York <sup>1</sup>   | 149                         | 149                         | 3                                    |
| North Carolina          | 148                         | 147                         | 1                                    |
| North Dakota            | **160                       | **161                       | -1                                   |
| Ohio <sup>1</sup>       | **154                       | **161                       | —                                    |
| Oklahoma                | **152                       | 149                         | —                                    |
| Oregon <sup>1</sup>     | 150                         | **154                       | 0                                    |
| Rhode Island            | 148                         | 150                         | 1                                    |
| South Carolina          | **141                       | **142                       | 3                                    |
| Tennessee               | 147                         | 146                         | 3                                    |

See footnotes at end of table.

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

**Table 12-3** Average science scale score for public school 4<sup>th</sup>- and 8<sup>th</sup>-graders in 2000 and change in score since 1996 in grade 8, by state and jurisdiction  
—Continued

| State and jurisdiction      | Grade 4                     | Grade 8                     |                                      |
|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|
|                             | Average scale score in 2000 | Average scale score in 2000 | Change from 1996 average scale score |
| Texas                       | 147                         | **144                       | -1                                   |
| Utah                        | **155                       | **155                       | -1                                   |
| Vermont <sup>1</sup>        | **159                       | **161                       | 4                                    |
| Virginia                    | **156                       | 152                         | 3                                    |
| West Virginia               | 150                         | 150                         | 2                                    |
| Wyoming                     | **158                       | **158                       | 0                                    |
| Other jurisdictions         |                             |                             |                                      |
| American Samoa              | **51                        | **72                        | —                                    |
| DDESS <sup>2</sup>          | **157                       | **159                       | *6                                   |
| DoDDS <sup>3</sup>          | **156                       | **159                       | *4                                   |
| Guam                        | **110                       | **114                       | -6                                   |
| Virgin Islands <sup>1</sup> | **116                       | —                           | —                                    |

—The jurisdiction did not participate in 1996 or 2000 or did not meet the minimum guidelines for participation.

\*Difference is significantly different.

\*\*Significantly different from national average.

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

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

<sup>3</sup>Department of Defense Dependent Schools.

NOTE: The NAEP assessment at the state level includes only public schools, while other reported national results in this indicator include both public and private school students. Comparative performance results may be affected by variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. See *Supplemental Note 3* for more information on the NAEP.

SOURCE: U.S. Department of Education, NCES. (forthcoming). *The Nation's Report Card: Science 2000* (NCES 2002–451).

## International Comparisons of 8<sup>th</sup>-Graders' Performance in Mathematics and Science

Table 13-1 Average mathematics and science performance of 8<sup>th</sup>-graders for the 38 participating countries, by sex and country: 1999

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

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

<sup>1</sup>Did not meet international sampling and/or other guidelines. See *Supplemental Note 4* for details.

<sup>2</sup>Only Latvian-speaking schools were tested.

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

NOTE: Eighth grade in most countries. See *Supplemental Note 4* for details. The international average is the average of the national average of the 38 countries.

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

## International Comparisons of 8<sup>th</sup>-Graders' Performance in Mathematics and Science

**Table 13-2** Average mathematics and science performance of 8<sup>th</sup>-graders for the 23 countries that participated in both assessments, by country: 1995 and 1999

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

\*1999 average is statistically different from the 1995 average.

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

<sup>2</sup>Did not meet international sampling and/or other guidelines in 1995, 1999, or both years. See *Supplemental Note 4* for details.

<sup>3</sup>Only Latvian-speaking schools were tested.

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

NOTE: Eighth grade in most countries. See *Supplemental Note 4* for details. International average is the average of the national averages of the 23 countries. Scores for 1995 are based on rescaled data.

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

## International Comparisons of 8<sup>th</sup>-Graders' Performance in Mathematics and Science

**Table 13-3** Score difference from the international average for the 17 participating countries, by mathematics and science performance of 4<sup>th</sup>-graders in 1995 and 8<sup>th</sup>-graders in 1999

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

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

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

<sup>2</sup>Only Latvian-speaking schools were tested.

NOTE: Fourth and 8<sup>th</sup> grade in most countries. See *Supplemental Note 4* for details. International average is the average of the national averages of the 17 countries. Scores for 1995 are based on rescaled data.

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

## Education and Health

**Table 14-1** Percentage of the population age 25 and above who reported being in excellent or very good health, by educational attainment and selected characteristics: 1997

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

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

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

## Annual Earnings of Young Adults

Table 16-1 Median annual earnings (in constant 2000 dollars) of all wage and salary workers ages 25–34, by sex and educational attainment level: March 1971–2000

| 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 | \$36,564  | \$31,039    | \$36,935                   | \$38,947     | \$45,219                    | \$15,984    | \$10,045    | \$15,656                   | \$17,942     | \$29,345                    |
| 1972 | 38,118    | 30,845      | 38,951                     | 39,342       | 46,065                      | 16,686      | 10,235      | 16,217                     | 19,188       | 29,047                      |
| 1973 | 38,912    | 32,579      | 39,326                     | 39,118       | 45,610                      | 16,925      | 11,122      | 15,929                     | 20,301       | 28,401                      |
| 1974 | 36,833    | 29,965      | 37,122                     | 37,765       | 42,491                      | 16,873      | 9,833       | 15,815                     | 18,885       | 27,463                      |
| 1975 | 35,630    | 26,882      | 34,318                     | 36,681       | 40,089                      | 17,859      | 10,161      | 15,810                     | 19,594       | 27,249                      |
| 1976 | 35,788    | 27,191      | 34,740                     | 35,920       | 41,279                      | 18,006      | 10,080      | 16,544                     | 18,815       | 26,170                      |
| 1977 | 35,826    | 26,970      | 34,968                     | 35,779       | 41,175                      | 18,852      | 10,527      | 16,820                     | 20,613       | 25,757                      |
| 1978 | 36,572    | 26,928      | 35,197                     | 36,802       | 41,422                      | 18,196      | 8,839       | 16,424                     | 19,139       | 25,460                      |
| 1979 | 35,956    | 26,214      | 34,533                     | 36,455       | 40,033                      | 18,964      | 11,687      | 16,585                     | 19,788       | 25,770                      |
| 1980 | 33,278    | 23,575      | 32,100                     | 33,459       | 38,242                      | 18,747      | 10,624      | 16,469                     | 20,454       | 25,042                      |
| 1981 | 31,617    | 21,939      | 29,898                     | 31,849       | 38,691                      | 18,449      | 9,842       | 16,055                     | 19,776       | 24,777                      |
| 1982 | 30,253    | 19,773      | 27,785                     | 31,030       | 37,253                      | 18,418      | 10,427      | 15,680                     | 18,905       | 25,551                      |
| 1983 | 30,317    | 19,598      | 27,945                     | 31,622       | 37,809                      | 18,781      | 10,542      | 15,857                     | 19,662       | 26,438                      |
| 1984 | 31,263    | 18,111      | 28,622                     | 32,995       | 38,864                      | 19,017      | 9,341       | 16,564                     | 20,072       | 26,702                      |
| 1985 | 31,345    | 19,395      | 27,536                     | 32,707       | 41,276                      | 19,032      | 10,415      | 16,618                     | 19,582       | 28,053                      |
| 1986 | 31,164    | 19,204      | 27,660                     | 32,602       | 41,608                      | 19,239      | 10,690      | 16,534                     | 20,075       | 29,437                      |
| 1987 | 31,204    | 20,305      | 28,082                     | 31,804       | 41,743                      | 20,025      | 11,404      | 16,932                     | 21,171       | 30,164                      |
| 1988 | 30,924    | 19,469      | 28,759                     | 31,570       | 40,720                      | 20,360      | 9,305       | 16,640                     | 21,780       | 30,131                      |
| 1989 | 30,261    | 19,559      | 28,040                     | 31,479       | 40,656                      | 20,149      | 10,037      | 16,020                     | 21,118       | 30,889                      |
| 1990 | 28,665    | 18,628      | 26,259                     | 30,051       | 38,770                      | 20,169      | 9,139       | 15,872                     | 21,223       | 30,503                      |
| 1991 | 27,979    | 16,471      | 25,563                     | 29,161       | 39,019                      | 19,785      | 9,910       | 15,539                     | 20,534       | 29,516                      |
| 1992 | 27,274    | 16,596      | 24,389                     | 27,668       | 39,070                      | 20,268      | 11,724      | 15,339                     | 20,575       | 30,684                      |
| 1993 | 26,726    | 16,201      | 24,231                     | 27,218       | 38,014                      | 19,771      | 8,905       | 15,172                     | 19,909       | 30,245                      |
| 1994 | 26,764    | 16,588      | 24,589                     | 28,149       | 37,437                      | 19,370      | 9,248       | 15,993                     | 19,244       | 29,822                      |
| 1995 | 26,894    | 17,847      | 24,213                     | 26,891       | 37,553                      | 19,281      | 9,436       | 15,346                     | 19,603       | 29,328                      |
| 1996 | 27,497    | 16,926      | 24,663                     | 28,233       | 38,593                      | 19,940      | 9,789       | 15,366                     | 19,579       | 28,940                      |
| 1997 | 27,878    | 18,191      | 25,618                     | 28,453       | 38,410                      | 20,541      | 10,279      | 16,276                     | 19,817       | 31,024                      |
| 1998 | 31,028    | 18,569      | 26,717                     | 31,118       | 41,695                      | 21,642      | 10,989      | 15,863                     | 20,736       | 31,789                      |
| 1999 | 31,440    | 18,582      | 26,842                     | 31,208       | 42,341                      | 21,839      | 10,174      | 16,770                     | 21,008       | 32,145                      |
| 2000 | 31,175    | 19,225      | 26,399                     | 31,336       | 42,292                      | 22,447      | 11,583      | 16,573                     | 21,597       | 32,238                      |

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 13*.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1972–2001.

## Annual Earnings of Young Adults

**Table 16-2** Ratio of median annual earnings of all wage and salary workers ages 25–34 whose highest education 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: March 1971–2000

| Year | Grades 9–11 |        | Some college |        | Bachelor's degree or higher |        |
|------|-------------|--------|--------------|--------|-----------------------------|--------|
|      | Male        | Female | Male         | Female | Male                        | Female |
| 1971 | 0.84        | 0.64   | 1.05         | 1.15   | 1.22                        | 1.87   |
| 1972 | 0.79        | 0.63   | 1.01         | 1.18   | 1.18                        | 1.79   |
| 1973 | 0.83        | 0.70   | 0.99         | 1.27   | 1.16                        | 1.78   |
| 1974 | 0.81        | 0.62   | 1.02         | 1.19   | 1.14                        | 1.74   |
| 1975 | 0.78        | 0.64   | 1.07         | 1.24   | 1.17                        | 1.72   |
| 1976 | 0.78        | 0.61   | 1.03         | 1.14   | 1.19                        | 1.58   |
| 1977 | 0.77        | 0.63   | 1.02         | 1.23   | 1.18                        | 1.53   |
| 1978 | 0.77        | 0.54   | 1.05         | 1.17   | 1.18                        | 1.55   |
| 1979 | 0.76        | 0.70   | 1.06         | 1.19   | 1.16                        | 1.55   |
| 1980 | 0.73        | 0.65   | 1.04         | 1.24   | 1.19                        | 1.52   |
| 1981 | 0.73        | 0.61   | 1.07         | 1.23   | 1.29                        | 1.54   |
| 1982 | 0.71        | 0.66   | 1.12         | 1.21   | 1.34                        | 1.63   |
| 1983 | 0.70        | 0.66   | 1.13         | 1.24   | 1.35                        | 1.67   |
| 1984 | 0.63        | 0.56   | 1.15         | 1.21   | 1.36                        | 1.61   |
| 1985 | 0.70        | 0.63   | 1.19         | 1.18   | 1.50                        | 1.69   |
| 1986 | 0.69        | 0.65   | 1.18         | 1.21   | 1.50                        | 1.78   |
| 1987 | 0.72        | 0.67   | 1.13         | 1.25   | 1.49                        | 1.78   |
| 1988 | 0.68        | 0.56   | 1.10         | 1.31   | 1.42                        | 1.81   |
| 1989 | 0.70        | 0.63   | 1.12         | 1.32   | 1.45                        | 1.93   |
| 1990 | 0.71        | 0.58   | 1.14         | 1.34   | 1.48                        | 1.92   |
| 1991 | 0.64        | 0.64   | 1.14         | 1.32   | 1.53                        | 1.90   |
| 1992 | 0.68        | 0.76   | 1.13         | 1.34   | 1.60                        | 2.00   |
| 1993 | 0.67        | 0.59   | 1.12         | 1.31   | 1.57                        | 1.99   |
| 1994 | 0.67        | 0.58   | 1.14         | 1.20   | 1.52                        | 1.86   |
| 1995 | 0.74        | 0.61   | 1.11         | 1.28   | 1.55                        | 1.91   |
| 1996 | 0.69        | 0.64   | 1.14         | 1.27   | 1.56                        | 1.88   |
| 1997 | 0.71        | 0.63   | 1.11         | 1.22   | 1.50                        | 1.91   |
| 1998 | 0.70        | 0.69   | 1.16         | 1.31   | 1.56                        | 2.00   |
| 1999 | 0.69        | 0.61   | 1.16         | 1.25   | 1.58                        | 1.92   |
| 2000 | 0.73        | 0.70   | 1.19         | 1.30   | 1.60                        | 1.95   |

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.60 for males in 2000 whose highest education level was a bachelor's degree or higher means that they earned 60 percent more than males who had a high school diploma or GED. The ratio of 0.73 for males in 2000 whose highest education level was grades 9–11 means that they earned 27 percent less than males 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. March Current Population Surveys, 1972–2001.

## Annual Earnings of Young Adults

Table 16-3 Ratio of median annual earnings of all male to all female wage and salary workers ages 25–34, by educational attainment: March 1971–2000

| Year | All  | Grades<br>9–11 | High school<br>diploma or<br>GED | Some<br>college | Bachelor's<br>degree or<br>higher |
|------|------|----------------|----------------------------------|-----------------|-----------------------------------|
| 1971 | 2.29 | 3.09           | 2.36                             | 2.17            | 1.54                              |
| 1972 | 2.28 | 3.01           | 2.40                             | 2.05            | 1.59                              |
| 1973 | 2.30 | 2.93           | 2.47                             | 1.93            | 1.61                              |
| 1974 | 2.18 | 3.05           | 2.35                             | 2.00            | 1.55                              |
| 1975 | 2.00 | 2.65           | 2.17                             | 1.87            | 1.47                              |
| 1976 | 1.99 | 2.70           | 2.10                             | 1.91            | 1.58                              |
| 1977 | 1.90 | 2.56           | 2.08                             | 1.74            | 1.60                              |
| 1978 | 2.01 | 3.05           | 2.14                             | 1.92            | 1.63                              |
| 1979 | 1.90 | 2.24           | 2.08                             | 1.84            | 1.55                              |
| 1980 | 1.78 | 2.22           | 1.95                             | 1.64            | 1.53                              |
| 1981 | 1.71 | 2.23           | 1.86                             | 1.61            | 1.56                              |
| 1982 | 1.64 | 1.90           | 1.77                             | 1.64            | 1.46                              |
| 1983 | 1.61 | 1.86           | 1.76                             | 1.61            | 1.43                              |
| 1984 | 1.64 | 1.94           | 1.73                             | 1.64            | 1.46                              |
| 1985 | 1.65 | 1.86           | 1.66                             | 1.67            | 1.47                              |
| 1986 | 1.62 | 1.80           | 1.67                             | 1.62            | 1.41                              |
| 1987 | 1.56 | 1.78           | 1.66                             | 1.50            | 1.38                              |
| 1988 | 1.52 | 2.09           | 1.73                             | 1.45            | 1.35                              |
| 1989 | 1.50 | 1.95           | 1.75                             | 1.49            | 1.32                              |
| 1990 | 1.42 | 2.04           | 1.65                             | 1.42            | 1.27                              |
| 1991 | 1.41 | 1.66           | 1.65                             | 1.42            | 1.32                              |
| 1992 | 1.35 | 1.42           | 1.59                             | 1.34            | 1.27                              |
| 1993 | 1.35 | 1.82           | 1.60                             | 1.37            | 1.26                              |
| 1994 | 1.38 | 1.79           | 1.54                             | 1.46            | 1.26                              |
| 1995 | 1.39 | 1.89           | 1.58                             | 1.37            | 1.28                              |
| 1996 | 1.38 | 1.73           | 1.61                             | 1.44            | 1.33                              |
| 1997 | 1.36 | 1.77           | 1.57                             | 1.44            | 1.24                              |
| 1998 | 1.43 | 1.69           | 1.68                             | 1.50            | 1.31                              |
| 1999 | 1.44 | 1.83           | 1.60                             | 1.49            | 1.32                              |
| 2000 | 1.39 | 1.66           | 1.59                             | 1.45            | 1.31                              |

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.31 in 2000 for those whose highest education level was a bachelor's degree or higher means that males who had attained a bachelor's degree or higher earned 31 percent more than females with the same level of educational attainment. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *Supplemental Note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1972–2001.

## Annual Earnings of Young Adults

**Table 16-4** Difference in average annual earnings (in constant 2000 dollars) for all wage and salary workers ages 25–34 between the highest and the lowest quartiles, by sex and educational attainment: March 1971–2000

| 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 | \$19,612    | \$19,218                   | \$22,220     | \$28,299                    | \$14,768    | \$18,285                   | \$21,428     | \$23,756                    |
| 1972 | 20,605      | 19,391                     | 23,194       | 29,892                      | 14,811      | 18,965                     | 21,340       | 25,492                      |
| 1973 | 21,526      | 19,272                     | 23,284       | 29,080                      | 14,485      | 18,605                     | 21,456       | 25,489                      |
| 1974 | 20,733      | 19,895                     | 22,261       | 27,910                      | 13,138      | 17,693                     | 20,878       | 21,673                      |
| 1975 | 20,825      | 20,988                     | 22,381       | 24,654                      | 13,081      | 17,430                     | 19,314       | 21,508                      |
| 1976 | 20,390      | 21,049                     | 24,402       | 24,656                      | 13,447      | 17,943                     | 19,926       | 21,788                      |
| 1977 | 21,277      | 22,735                     | 23,376       | 24,765                      | 14,842      | 18,347                     | 19,544       | 20,465                      |
| 1978 | 22,236      | 22,850                     | 22,157       | 25,625                      | 14,471      | 18,236                     | 19,493       | 20,449                      |
| 1979 | 22,216      | 22,230                     | 24,198       | 24,913                      | 13,782      | 17,361                     | 18,176       | 19,884                      |
| 1980 | 19,130      | 21,218                     | 22,281       | 24,766                      | 13,144      | 16,547                     | 17,023       | 19,237                      |
| 1981 | 19,261      | 21,307                     | 21,994       | 25,480                      | 11,802      | 15,848                     | 17,825       | 20,248                      |
| 1982 | 20,357      | 20,747                     | 22,629       | 25,344                      | 13,289      | 15,869                     | 18,125       | 19,711                      |
| 1983 | 18,288      | 21,496                     | 23,399       | 27,374                      | 13,236      | 16,331                     | 18,840       | 19,147                      |
| 1984 | 20,014      | 22,631                     | 24,278       | 26,414                      | 13,828      | 16,524                     | 17,425       | 19,549                      |
| 1985 | 17,186      | 22,596                     | 23,392       | 29,254                      | 13,528      | 17,071                     | 18,471       | 22,028                      |
| 1986 | 17,989      | 22,152                     | 25,228       | 28,919                      | 14,343      | 16,621                     | 20,131       | 22,331                      |
| 1987 | 18,994      | 22,533                     | 25,092       | 28,865                      | 12,603      | 16,543                     | 18,708       | 21,799                      |
| 1988 | 18,714      | 21,355                     | 24,313       | 29,915                      | 12,892      | 16,321                     | 19,969       | 22,805                      |
| 1989 | 17,783      | 20,016                     | 22,489       | 28,892                      | 12,424      | 15,755                     | 18,874       | 23,108                      |
| 1990 | 16,393      | 19,728                     | 22,281       | 27,896                      | 12,330      | 14,872                     | 17,610       | 21,684                      |
| 1991 | 16,466      | 20,383                     | 21,674       | 29,008                      | 10,802      | 15,990                     | 18,008       | 21,887                      |
| 1992 | 15,723      | 19,787                     | 22,123       | 29,452                      | 13,169      | 17,105                     | 19,496       | 20,941                      |
| 1993 | 16,479      | 18,322                     | 21,209       | 29,737                      | 11,794      | 16,208                     | 18,084       | 23,613                      |
| 1994 | 15,692      | 18,648                     | 20,984       | 29,438                      | 11,882      | 15,446                     | 18,723       | 22,431                      |
| 1995 | 15,773      | 19,427                     | 20,546       | 29,918                      | 10,944      | 14,850                     | 18,154       | 22,452                      |
| 1996 | 13,794      | 18,392                     | 20,081       | 28,332                      | 12,108      | 14,822                     | 17,841       | 20,203                      |
| 1997 | 14,862      | 17,999                     | 21,098       | 33,394                      | 11,926      | 15,171                     | 17,000       | 21,410                      |
| 1998 | 15,776      | 18,757                     | 21,006       | 37,145                      | 11,883      | 15,528                     | 17,119       | 21,562                      |
| 1999 | 15,109      | 19,512                     | 21,508       | 38,814                      | 11,948      | 14,942                     | 17,546       | 22,491                      |
| 2000 | 15,086      | 18,561                     | 24,056       | 39,389                      | 12,735      | 15,730                     | 16,819       | 23,566                      |

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 13*.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1972–2001.

## Annual Earnings of Young Adults

**Table 16-5** Percentage of young adults ages 25–34 whose highest education level was a high school diploma or GED and whose annual earnings were higher than the median, and the highest quartile of those with a bachelor's degree or higher, by sex: March 1971–2000

| Year | Male   |                  | Female |                  |
|------|--------|------------------|--------|------------------|
|      | Median | Highest quartile | Median | Highest quartile |
| 1971 | 25.4   | 5.7              | 12.1   | 3.7              |
| 1972 | 29.1   | 8.2              | 15.4   | 4.3              |
| 1973 | 32.5   | 8.8              | 14.5   | 4.7              |
| 1974 | 32.4   | 9.4              | 17.0   | 4.4              |
| 1975 | 33.3   | 11.3             | 15.7   | 4.3              |
| 1976 | 32.6   | 11.6             | 20.4   | 6.7              |
| 1977 | 35.0   | 14.4             | 22.3   | 7.1              |
| 1978 | 35.7   | 12.5             | 23.2   | 8.3              |
| 1979 | 37.3   | 13.1             | 20.8   | 7.2              |
| 1980 | 32.8   | 11.5             | 22.6   | 6.0              |
| 1981 | 27.6   | 9.3              | 20.6   | 5.3              |
| 1982 | 26.8   | 8.4              | 19.5   | 6.0              |
| 1983 | 28.3   | 6.7              | 17.7   | 5.5              |
| 1984 | 27.5   | 8.6              | 18.4   | 6.7              |
| 1985 | 21.7   | 4.7              | 17.9   | 5.3              |
| 1986 | 20.4   | 5.0              | 15.2   | 4.2              |
| 1987 | 21.8   | 6.4              | 14.9   | 4.4              |
| 1988 | 24.1   | 6.0              | 13.6   | 3.2              |
| 1989 | 21.1   | 4.7              | 11.7   | 2.8              |
| 1990 | 21.4   | 5.3              | 11.0   | 2.9              |
| 1991 | 18.6   | 4.7              | 12.8   | 3.1              |
| 1992 | 17.0   | 3.9              | 13.9   | 3.3              |
| 1993 | 17.7   | 3.4              | 10.8   | 2.0              |
| 1994 | 17.7   | 4.4              | 12.4   | 3.4              |
| 1995 | 18.8   | 4.8              | 11.0   | 3.3              |
| 1996 | 16.9   | 4.8              | 11.6   | 3.2              |
| 1997 | 19.0   | 3.3              | 10.6   | 3.1              |
| 1998 | 16.0   | 2.1              | 9.3    | 3.0              |
| 1999 | 16.1   | 2.3              | 9.8    | 2.3              |
| 2000 | 15.8   | 3.0              | 10.6   | 3.4              |

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 13*.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1972–2001.

## Students' Absence From School

**Table 17-1** Percentage distributions of 8<sup>th</sup>-, 10<sup>th</sup>-, and 12<sup>th</sup>-grade students according to how many school days they missed in a 4-week period, and average percentage of their total absences attributed to illness, skipping school, or other reasons: 1983, 1991, and 2000

| Grade | Total days absent from school |       |             |                  | Percentage of total absences attributed to each reason |                |               |
|-------|-------------------------------|-------|-------------|------------------|--|----------------|---------------|
|       | 0 days                        | 1 day | 2 to 5 days | More than 5 days | Illness  | Skipped school | Other reasons |
|       | <b>1983</b>                   |       |             |                  |  |                |               |
| 12    | 33.5                          | 19.2  | 27.8        | 19.6             | 40.0   | 22.7           | 37.3          |
|       | <b>1991</b>                   |       |             |                  |  |                |               |
| 8     | 44.2                          | 17.9  | 22.1        | 15.8             | 59.9   | 8.4            | 31.8          |
| 10    | 38.9                          | 19.6  | 24.8        | 16.7             | 50.1   | 16.0           | 33.9          |
| 12    | 31.1                          | 19.6  | 28.3        | 21.0             | 37.5   | 25.8           | 36.7          |
|       | <b>2000</b>                   |       |             |                  |  |                |               |
| 8     | 44.6                          | 19.5  | 22.7        | 13.1             | 53.1   | 9.0            | 37.9          |
| 10    | 40.2                          | 20.7  | 25.1        | 14.1             | 45.4   | 15.6           | 39.0          |
| 12    | 28.4                          | 20.0  | 30.2        | 21.4             | 34.2   | 26.1           | 39.7          |

NOTE: The data do not meet NCES standards for response rates. "Other reasons" were not specified in the survey. Students absent from the class in which the survey was administered are not represented in the data. Percentages may not add to 100.0 due to rounding.

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future 8<sup>th</sup>-, 10<sup>th</sup>-, and 12<sup>th</sup>-Grade Studies, 1983, 1991, and 2000.

## Students' Absence From School

Table 17-2 Percentage distributions of 8<sup>th</sup>-, 10<sup>th</sup>-, and 12<sup>th</sup>-grade students according to how many days of school they missed in a 4-week period, by reason for absence, and according to how many classes they cut: 1983, 1991, and 2000

| Grade       | Days absent from school, by reason for absence |        |                |                |       |                |               |       |                |
|-------------|--|--------|----------------|----------------|-------|----------------|---------------|-------|----------------|
|             | Illness  |        |                | Skipped school |       |                | Other reasons |       |                |
|             | 0 days   | 1 day  | 2 or more days | 0 days         | 1 day | 2 or more days | 0 days        | 1 day | 2 or more days |
| <b>1983</b> |  |        |                |                |       |                |               |       |                |
| 12          | 57.8   | 17.8   | 24.5           | 71.9           | 12.6  | 15.5           | 59.0          | 19.4  | 21.6           |
| <b>1991</b> |  |        |                |                |       |                |               |       |                |
| 8           | 55.7   | 17.2   | 27.2           | 89.7           | 5.2   | 5.1            | 70.0          | 15.2  | 14.8           |
| 10          | 57.3   | 18.1   | 24.6           | 81.5           | 9.1   | 9.4            | 66.5          | 16.7  | 16.7           |
| 12          | 58.4   | 17.1   | 24.5           | 68.3           | 14.2  | 17.5           | 58.3          | 19.2  | 22.5           |
| <b>2000</b> |  |        |                |                |       |                |               |       |                |
| 8           | 59.6   | 18.1   | 22.3           | 89.4           | 5.4   | 5.2            | 67.3          | 17.6  | 15.1           |
| 10          | 61.0   | 18.2   | 20.8           | 82.7           | 8.6   | 8.8            | 64.8          | 18.7  | 16.5           |
| 12          | 58.7   | 17.6   | 23.7           | 66.8           | 15.0  | 18.2           | 54.4          | 21.2  | 24.5           |
| Grade       | Number of classes cut                          |        |                |                |       |                |               |       |                |
|             | None   | 1 or 2 | 3 or more      |                |       |                |               |       |                |
| <b>1983</b> |  |        |                |                |       |                |               |       |                |
| 12          | 66.4   | 20.1   | 13.5           |                |       |                |               |       |                |
| <b>1991</b> |  |        |                |                |       |                |               |       |                |
| 8           | 87.2   | 8.7    | 4.1            |                |       |                |               |       |                |
| 10          | 74.6   | 16.7   | 8.7            |                |       |                |               |       |                |
| 12          | 64.8   | 21.0   | 14.2           |                |       |                |               |       |                |
| <b>2000</b> |  |        |                |                |       |                |               |       |                |
| 8           | 88.4   | 7.5    | 4.0            |                |       |                |               |       |                |
| 10          | 75.5   | 15.2   | 9.3            |                |       |                |               |       |                |
| 12          | 63.0   | 21.2   | 15.8           |                |       |                |               |       |                |

NOTE: The data do not meet NCES standards for response rates. "Other reasons" were not specified in the survey. Students absent from the class in which the survey was administered are not represented in the data. Percentages may not add to 100.0 due to rounding.

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future 8<sup>th</sup>-, 10<sup>th</sup>-, and 12<sup>th</sup>-Grade Studies, 1983, 1991, and 2000.

## 12<sup>th</sup>-Graders' Effort and Interest in School

**Table 18-1** Percentage distributions of 12<sup>th</sup>-graders according to their ratings of school work's meaningfulness, courses' degree of interest, and the importance of their school learning in later life, by sex, high school program, and average grades: 1983, 1990, 1995, and 2000

| Student characteristics                    | How often school work is meaningful |             |                 | How interesting most courses are |                    |                           | How important school learning will be in later life |                  |                         |
|--|-------------------------------------|-------------|-----------------|----------------------------------|--------------------|---------------------------|---|------------------|-------------------------|
|  | Seldom or never                     | Sometimes   | Often or always | Very or slightly dull            | Fairly interesting | Quite or very interesting | Not or slightly important                           | Fairly important | Quite or very important |
| <b>Total</b>                               | <b>18.3</b>                         | <b>41.5</b> | <b>40.2</b>     | <b>19.8</b>                      | <b>45.5</b>        | <b>34.6</b>               | <b>19.9</b>   | <b>29.6</b>      | <b>50.5</b>             |
| <b>1983</b>                                |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| Sex  |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| Male                                       | 22.2                                | 40.9        | 36.8            | 22.7                             | 45.1               | 32.2                      | 22.4  | 29.5             | 48.1                    |
| Female                                     | 14.8                                | 41.8        | 43.4            | 17.3                             | 45.6               | 37.1                      | 17.8  | 29.7             | 52.5                    |
| High school program <sup>1</sup>           |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| Academic/college-prep                      | 13.1                                | 41.0        | 45.9            | 18.1                             | 42.9               | 39.0                      | 16.6  | 29.0             | 54.4                    |
| General                                    | 23.4                                | 42.6        | 33.9            | 23.1                             | 49.3               | 27.5                      | 26.5  | 31.2             | 42.3                    |
| Vocational/technical                       | 19.0                                | 44.6        | 36.5            | 15.9                             | 43.2               | 40.9                      | 15.6  | 26.2             | 58.2                    |
| Average grades in high school <sup>2</sup> |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| As   | 11.2                                | 36.3        | 52.5            | 14.5                             | 37.5               | 48.0                      | 14.9  | 26.0             | 59.2                    |
| Bs   | 16.6                                | 43.8        | 39.6            | 17.1                             | 47.5               | 35.4                      | 16.7  | 30.6             | 52.7                    |
| C's or D's                                 | 25.5                                | 40.8        | 33.7            | 27.9                             | 47.8               | 24.2                      | 28.9  | 30.6             | 40.4                    |
| <b>Total</b>                               | <b>20.0</b>                         | <b>44.5</b> | <b>35.5</b>     | <b>24.6</b>                      | <b>46.7</b>        | <b>28.7</b>               | <b>20.7</b>   | <b>32.3</b>      | <b>47.0</b>             |
| <b>1990</b>                                |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| Sex  |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| Male                                       | 21.1                                | 44.9        | 34.1            | 26.4                             | 46.1               | 27.4                      | 21.6  | 30.7             | 47.7                    |
| Female                                     | 18.6                                | 44.5        | 36.9            | 22.1                             | 47.8               | 30.2                      | 19.4  | 34.3             | 46.3                    |
| High school program <sup>1</sup>           |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| Academic/college-prep                      | 17.9                                | 46.1        | 35.9            | 22.4                             | 48.1               | 29.4                      | 18.8  | 34.9             | 46.3                    |
| General                                    | 23.1                                | 45.7        | 31.2            | 28.8                             | 48.0               | 23.2                      | 24.5  | 31.9             | 43.6                    |
| Vocational/technical                       | 22.9                                | 37.3        | 39.8            | 21.7                             | 41.1               | 37.3                      | 16.1  | 25.8             | 58.1                    |
| Average grades in high school <sup>2</sup> |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| As   | 18.1                                | 41.2        | 40.8            | 19.8                             | 45.5               | 34.7                      | 17.6  | 30.8             | 51.6                    |
| Bs   | 18.1                                | 45.1        | 36.8            | 20.8                             | 48.1               | 31.1                      | 17.8  | 34.0             | 48.2                    |
| C's or D's                                 | 25.3                                | 46.3        | 28.5            | 35.6                             | 45.8               | 18.6                      | 28.8  | 31.0             | 40.1                    |
| <b>Total</b>                               | <b>23.7</b>                         | <b>45.4</b> | <b>30.9</b>     | <b>29.0</b>                      | <b>47.2</b>        | <b>23.8</b>               | <b>23.7</b>   | <b>34.9</b>      | <b>41.4</b>             |
| <b>1995</b>                                |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| Sex  |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| Male                                       | 26.6                                | 43.7        | 29.7            | 31.4                             | 44.0               | 24.6                      | 24.5  | 33.1             | 42.3                    |
| Female                                     | 20.4                                | 47.7        | 31.9            | 26.4                             | 50.6               | 23.0                      | 22.6  | 37.0             | 40.4                    |
| High school program <sup>1</sup>           |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| Academic/college-prep                      | 20.4                                | 46.7        | 33.0            | 25.7                             | 47.8               | 26.5                      | 20.6  | 36.9             | 42.6                    |
| General                                    | 28.4                                | 47.3        | 24.4            | 35.1                             | 50.5               | 14.4                      | 28.9  | 34.2             | 36.9                    |
| Vocational/technical                       | 29.6                                | 39.1        | 31.3            | 27.2                             | 41.6               | 31.1                      | 24.5  | 26.8             | 48.7                    |
| Average grades in high school <sup>2</sup> |                                     |             |                 |                                  |                    |                           |   |                  |                         |
| As   | 18.6                                | 44.2        | 37.2            | 22.2                             | 48.0               | 29.9                      | 20.0  | 35.1             | 44.9                    |
| Bs   | 22.9                                | 47.3        | 29.8            | 27.8                             | 48.3               | 23.9                      | 22.9  | 35.2             | 41.9                    |
| C's or D's                                 | 33.0                                | 42.7        | 24.2            | 42.2                             | 43.6               | 14.2                      | 31.4  | 33.9             | 34.7                    |

See footnotes at end of table.

## 12<sup>th</sup>-Graders' Effort and Interest in School

Table 18-1 Percentage distributions of 12<sup>th</sup>-graders according to their ratings of school work's meaningfulness, courses' degree of interest, and the importance of their school learning in later life, by sex, high school program, and average grades: 1983, 1990, 1995, and 2000—Continued

| Student characteristics                    | How often school work is meaningful |           |                 | How interesting most courses are |                    |                           | How important school learning will be in later life |                  |                         |
|--|-------------------------------------|-----------|-----------------|----------------------------------|--------------------|---------------------------|---|------------------|-------------------------|
|  | Seldom or never                     | Sometimes | Often or always | Very or slightly dull            | Fairly interesting | Quite or very interesting | Not or slightly important                           | Fairly important | Quite or very important |
|  | <b>2000</b>                         |           |                 |                                  |                    |                           |   |                  |                         |
| Total                                      | 26.6                                | 44.9      | 28.5            | 31.9                             | 46.9               | 21.2                      | 26.5  | 34.3             | 39.2                    |
| Sex  |                                     |           |                 |                                  |                    |                           |   |                  |                         |
| Male                                       | 31.3                                | 40.8      | 27.9            | 35.2                             | 43.9               | 20.9                      | 28.5  | 32.2             | 39.2                    |
| Female                                     | 22.4                                | 48.9      | 28.7            | 29.0                             | 49.3               | 21.7                      | 24.9  | 35.9             | 39.3                    |
| High school program <sup>1</sup>           |                                     |           |                 |                                  |                    |                           |   |                  |                         |
| Academic/college-prep                      | 22.2                                | 47.9      | 29.9            | 27.6                             | 49.2               | 23.3                      | 24.1  | 35.9             | 40.0                    |
| General                                    | 31.7                                | 44.4      | 23.9            | 38.5                             | 46.2               | 15.2                      | 30.8  | 34.2             | 35.0                    |
| Vocational/technical                       | 31.0                                | 38.6      | 30.4            | 31.2                             | 40.1               | 28.7                      | 23.8  | 33.2             | 43.0                    |
| Average grades in high school <sup>2</sup> |                                     |           |                 |                                  |                    |                           |   |                  |                         |
| A's  | 20.7                                | 45.0      | 34.3            | 24.1                             | 48.3               | 27.7                      | 24.8  | 34.4             | 40.8                    |
| B's  | 27.0                                | 47.3      | 25.8            | 31.6                             | 48.3               | 20.1                      | 25.4  | 35.4             | 39.2                    |
| C's or D's                                 | 35.4                                | 39.7      | 24.9            | 45.5                             | 40.7               | 13.8                      | 31.4  | 32.7             | 35.9                    |

<sup>1</sup>Respondents in a category labeled "Other/don't know," not shown separately, are included in the totals.

<sup>2</sup>Categories were made from students' reports of their average grade in high school.

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

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future 12<sup>th</sup>-Grade Study: 1983, 1990, 1995, and 2000.

## 12<sup>th</sup>-Graders' Effort and Interest in School

**Table 18-2** Percentage distributions of 12<sup>th</sup>-graders according to frequency of engaging in three activities related to effort in school, by sex, high school program, and average grades: 1990, 1995, and 2000

| Student characteristics                    | Try to do best work |             |                 | Fool around in class |             |                 | Fail to complete/hand in assignments |             |                 |
|--|---------------------|-------------|-----------------|----------------------|-------------|-----------------|--------------------------------------|-------------|-----------------|
|  | Seldom or never     | Sometimes   | Often or always | Seldom or never      | Sometimes   | Often or always | Seldom or never                      | Sometimes   | Often or always |
| <b>Total</b>                               | <b>9.4</b>          | <b>29.9</b> | <b>60.7</b>     | <b>34.6</b>          | <b>36.4</b> | <b>28.9</b>     | <b>58.7</b>                          | <b>29.1</b> | <b>12.2</b>     |
| <b>1990</b>                                |                     |             |                 |                      |             |                 |                                      |             |                 |
| Sex  |                     |             |                 |                      |             |                 |                                      |             |                 |
| Male                                       | 12.9                | 34.1        | 53.0            | 27.7                 | 36.3        | 36.0            | 50.5                                 | 33.1        | 16.5            |
| Female                                     | 4.9                 | 25.3        | 69.8            | 43.3                 | 36.0        | 20.8            | 68.5                                 | 24.7        | 6.8             |
| High school program <sup>1</sup>           |                     |             |                 |                      |             |                 |                                      |             |                 |
| Academic/college-prep                      | 8.6                 | 26.8        | 64.6            | 36.0                 | 36.9        | 27.1            | 65.8                                 | 25.2        | 9.0             |
| General                                    | 10.5                | 35.3        | 54.2            | 31.3                 | 38.8        | 29.9            | 51.6                                 | 33.8        | 14.6            |
| Vocational/technical                       | 8.1                 | 30.8        | 61.2            | 32.6                 | 34.4        | 33.0            | 53.5                                 | 29.3        | 17.2            |
| Average grades in high school <sup>2</sup> |                     |             |                 |                      |             |                 |                                      |             |                 |
| As   | 4.4                 | 13.7        | 81.9            | 40.7                 | 35.7        | 23.6            | 81.9                                 | 13.9        | 4.2             |
| Bs   | 6.9                 | 28.5        | 64.6            | 36.4                 | 35.5        | 28.1            | 64.8                                 | 27.3        | 7.9             |
| C's or D's                                 | 17.1                | 43.4        | 39.5            | 26.4                 | 38.9        | 34.7            | 33.2                                 | 42.9        | 24.0            |
| <b>Total</b>                               | <b>9.3</b>          | <b>27.1</b> | <b>63.6</b>     | <b>38.1</b>          | <b>34.0</b> | <b>27.9</b>     | <b>59.4</b>                          | <b>28.5</b> | <b>12.1</b>     |
| <b>1995</b>                                |                     |             |                 |                      |             |                 |                                      |             |                 |
| Sex  |                     |             |                 |                      |             |                 |                                      |             |                 |
| Male                                       | 13.1                | 32.4        | 54.5            | 27.3                 | 34.2        | 38.5            | 51.3                                 | 33.7        | 15.1            |
| Female                                     | 5.7                 | 22.1        | 72.3            | 47.8                 | 34.0        | 18.1            | 67.1                                 | 23.9        | 9.0             |
| High school program <sup>1</sup>           |                     |             |                 |                      |             |                 |                                      |             |                 |
| Academic/college-prep                      | 6.6                 | 24.2        | 69.2            | 39.3                 | 35.7        | 25.0            | 66.4                                 | 24.6        | 9.0             |
| General                                    | 11.8                | 32.5        | 55.7            | 35.1                 | 32.7        | 32.3            | 50.4                                 | 32.1        | 17.6            |
| Vocational/technical                       | 10.7                | 25.6        | 63.6            | 34.4                 | 33.6        | 32.0            | 55.2                                 | 34.0        | 10.8            |
| Average grades in high school <sup>2</sup> |                     |             |                 |                      |             |                 |                                      |             |                 |
| As   | 2.9                 | 14.3        | 82.8            | 46.3                 | 31.1        | 22.6            | 82.1                                 | 13.9        | 4.0             |
| Bs   | 8.2                 | 28.2        | 63.6            | 37.0                 | 36.4        | 26.6            | 59.5                                 | 32.8        | 7.7             |
| C's or D's                                 | 19.8                | 41.4        | 38.8            | 29.2                 | 32.0        | 38.8            | 31.6                                 | 35.7        | 32.7            |
| <b>Total</b>                               | <b>8.7</b>          | <b>26.0</b> | <b>65.3</b>     | <b>36.2</b>          | <b>34.4</b> | <b>29.4</b>     | <b>60.5</b>                          | <b>29.2</b> | <b>10.3</b>     |
| <b>2000</b>                                |                     |             |                 |                      |             |                 |                                      |             |                 |
| Sex  |                     |             |                 |                      |             |                 |                                      |             |                 |
| Male                                       | 12.3                | 32.2        | 55.5            | 25.1                 | 36.7        | 38.3            | 49.9                                 | 35.4        | 14.7            |
| Female                                     | 5.2                 | 20.2        | 74.7            | 45.9                 | 33.5        | 20.6            | 70.9                                 | 23.3        | 5.8             |
| High school program <sup>1</sup>           |                     |             |                 |                      |             |                 |                                      |             |                 |
| Academic/college-prep                      | 8.0                 | 21.7        | 70.3            | 37.3                 | 34.3        | 28.4            | 69.1                                 | 23.2        | 7.7             |
| General                                    | 10.7                | 31.6        | 57.7            | 33.2                 | 34.3        | 32.4            | 50.4                                 | 38.2        | 11.4            |
| Vocational/technical                       | 7.7                 | 24.9        | 67.4            | 31.8                 | 41.3        | 26.8            | 49.2                                 | 33.1        | 17.7            |
| Average grades in high school <sup>2</sup> |                     |             |                 |                      |             |                 |                                      |             |                 |
| As   | 4.5                 | 14.3        | 81.2            | 39.4                 | 36.7        | 23.9            | 81.4                                 | 16.3        | 2.3             |
| Bs   | 9.2                 | 26.4        | 64.4            | 36.2                 | 33.1        | 30.7            | 59.7                                 | 31.1        | 9.2             |
| C's or D's                                 | 13.4                | 42.3        | 44.3            | 27.4                 | 36.7        | 35.9            | 31.9                                 | 43.8        | 24.3            |

<sup>1</sup>Respondents in a category labeled "Other/don't know," not shown separately, are included in the totals.

<sup>2</sup>Categories were made from students' reports of their average grade in high school.

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

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future 12<sup>th</sup>-Grade Study: 1990, 1995, and 2000.

## Status Dropout Rates, by Race/Ethnicity

Table 19-1 Status dropout rates of 16- to 24-year olds, by race/ethnicity: October 1972–2000

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

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

NOTE: Numbers for years 1987 through 2000 reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items. Numbers for years 1992 through 2000 reflect new wording of the educational attainment item in the CPS beginning in 1992. Numbers for years 1994 through 2000 reflect changes in the CPS due to newly instituted computer-assisted interviewing and the change in the population controls used in the 1990 Census-based estimates, with adjustments for undercounting in the 1990 Census. See *Supplemental Note 2* for more information.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

## Status Dropout Rates, by Race/Ethnicity

Table 19-2 Status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2000

| Characteristic  | Status dropout rate (percent) | Number of status dropouts (thousands) | Population (thousands) | Percent of all dropouts | Percent of population |
|---|-------------------------------|---------------------------------------|------------------------|-------------------------|-----------------------|
| <b>Total</b>  | <b>10.9</b>                   | <b>3,776</b>                          | <b>34,568</b>          | <b>100.0</b>            | <b>100.0</b>          |
| Sex   |                               |                                       |                        |                         |                       |
| Male  | 12.0                          | 2,082                                 | 17,402                 | 55.1                    | 50.3                  |
| Female  | 9.9                           | 1,694                                 | 17,166                 | 44.9                    | 49.7                  |
| Race/ethnicity <sup>1</sup>                             |                               |                                       |                        |                         |                       |
| White   | 6.9                           | 1,564                                 | 22,574                 | 41.4                    | 65.3                  |
| Black   | 13.1                          | 663                                   | 5,058                  | 17.6                    | 14.6                  |
| Hispanic  | 27.8                          | 1,456                                 | 5,237                  | 38.6                    | 15.1                  |
| Asian/Pacific Islander                                  | 3.8                           | 54                                    | 1,417                  | 1.4                     | 4.1                   |
| Age   |                               |                                       |                        |                         |                       |
| 16  | 3.9                           | 153                                   | 3,887                  | 4.1                     | 11.2                  |
| 17  | 7.6                           | 307                                   | 4,023                  | 8.1                     | 11.6                  |
| 18  | 11.6                          | 468                                   | 4,019                  | 12.4                    | 11.6                  |
| 19  | 13.5                          | 544                                   | 4,026                  | 14.4                    | 11.6                  |
| 20–24   | 12.4                          | 2,304                                 | 18,613                 | 61.0                    | 53.8                  |
| Immigration status                                      |                               |                                       |                        |                         |                       |
| Born outside the 50 states and the District of Columbia |                               |                                       |                        |                         |                       |
| Hispanic  | 44.2                          | 1,007                                 | 2,282                  | 26.7                    | 6.6                   |
| Non-Hispanic  | 7.4                           | 140                                   | 1,907                  | 3.7                     | 5.5                   |
| First generation <sup>2</sup>                           |                               |                                       |                        |                         |                       |
| Hispanic  | 14.6                          | 244                                   | 1,669                  | 6.5                     | 4.8                   |
| Non-Hispanic  | 4.6                           | 84                                    | 1,837                  | 2.2                     | 5.3                   |
| Second generation or more <sup>3</sup>                  |                               |                                       |                        |                         |                       |
| Hispanic  | 15.9                          | 205                                   | 1,286                  | 5.4                     | 3.7                   |
| Non-Hispanic  | 8.2                           | 2,096                                 | 25,586                 | 55.5                    | 74.0                  |
| Region  |                               |                                       |                        |                         |                       |
| Northeast   | 8.5                           | 504                                   | 5,945                  | 13.3                    | 17.2                  |
| Midwest   | 9.2                           | 741                                   | 8,058                  | 19.6                    | 23.3                  |
| South   | 12.9                          | 1,597                                 | 12,337                 | 42.3                    | 35.7                  |
| West  | 11.3                          | 933                                   | 8,228                  | 24.7                    | 23.8                  |

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

<sup>2</sup>Individuals defined as "first generation" were born in the 50 states or the District of Columbia, and one or both of their parents were born outside the 50 states or the District of Columbia.

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

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

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Survey, 2000.

## Immediate Transition to College

Table 20-1 Percentage of high school completers who were enrolled in college the October after completing high school, by family income and race/ethnicity: October 1972–2000

| October | Family income <sup>1</sup> |        |                  |        |        |        | Race/ethnicity <sup>2</sup> |                  |                |                  |
|---------|----------------------------|--------|------------------|--------|--------|--------|-----------------------------|------------------|----------------|------------------|
|         | Total                      | Low    |                  | Middle | High   | White  | Black                       |                  | Hispanic       |                  |
|         |                            | Annual | 3-year average   |        | Annual | Annual | Annual                      | Annual           | 3-year average | Annual           |
| 1972    | 49.2                       | 26.1   | ( <sup>3</sup> ) | 45.2   | 63.8   | 49.7   | 44.6                        | ( <sup>3</sup> ) | 45.0           | ( <sup>3</sup> ) |
| 1973    | 46.6                       | 20.3   | ( <sup>3</sup> ) | 40.9   | 64.4   | 47.8   | 32.5                        | 41.4             | 54.1           | 48.8             |
| 1974    | 47.6                       | —      | —                | —      | —      | 47.2   | 47.2                        | 40.5             | 46.9           | 53.1             |
| 1975    | 50.7                       | 31.2   | ( <sup>3</sup> ) | 46.2   | 64.5   | 51.1   | 41.7                        | 44.5             | 58.0           | 52.7             |
| 1976    | 48.8                       | 39.1   | 32.3             | 40.5   | 63.0   | 48.8   | 44.4                        | 45.3             | 52.7           | 53.6             |
| 1977    | 50.6                       | 27.7   | 32.4             | 44.2   | 66.3   | 50.8   | 49.5                        | 46.8             | 50.8           | 48.8             |
| 1978    | 50.1                       | 31.4   | 29.8             | 44.3   | 64.0   | 50.5   | 46.4                        | 47.5             | 42.0           | 46.1             |
| 1979    | 49.3                       | 30.5   | 31.6             | 43.2   | 63.2   | 49.9   | 46.7                        | 45.2             | 45.0           | 46.3             |
| 1980    | 49.3                       | 32.5   | 32.2             | 42.5   | 65.2   | 49.8   | 42.7                        | 44.0             | 52.3           | 49.6             |
| 1981    | 53.9                       | 33.6   | 32.9             | 49.2   | 67.6   | 54.9   | 42.7                        | 40.3             | 52.1           | 48.7             |
| 1982    | 50.6                       | 32.8   | 33.6             | 41.7   | 70.9   | 52.7   | 35.8                        | 38.8             | 43.2           | 49.4             |
| 1983    | 52.7                       | 34.6   | 34.0             | 45.2   | 70.3   | 55.0   | 38.2                        | 38.0             | 54.2           | 46.7             |
| 1984    | 55.2                       | 34.5   | 36.3             | 48.4   | 74.0   | 59.0   | 39.8                        | 39.9             | 44.3           | 49.3             |
| 1985    | 57.7                       | 40.2   | 35.9             | 50.6   | 74.6   | 60.1   | 42.2                        | 39.5             | 51.0           | 46.1             |
| 1986    | 53.8                       | 33.9   | 36.8             | 48.5   | 71.0   | 56.8   | 36.9                        | 43.5             | 44.0           | 42.3             |
| 1987    | 56.8                       | 36.9   | 37.6             | 50.0   | 73.8   | 58.6   | 52.2                        | 44.2             | 33.5           | 45.0             |
| 1988    | 58.9                       | 42.5   | 42.4             | 54.7   | 72.8   | 61.1   | 44.4                        | 49.7             | 57.1           | 48.5             |
| 1989    | 59.6                       | 48.1   | 45.6             | 55.4   | 70.7   | 60.7   | 53.4                        | 48.0             | 55.1           | 52.7             |
| 1990    | 60.1                       | 46.7   | 44.8             | 54.4   | 76.6   | 63.0   | 46.8                        | 48.9             | 42.7           | 52.5             |
| 1991    | 62.5                       | 39.5   | 42.2             | 58.4   | 78.2   | 65.4   | 46.4                        | 47.2             | 57.2           | 52.6             |
| 1992    | 61.9                       | 40.9   | 43.6             | 57.0   | 79.0   | 64.3   | 48.2                        | 50.0             | 55.0           | 58.2             |
| 1993    | 61.5                       | 50.4   | 44.0             | 56.9   | 79.3   | 62.9   | 55.6                        | 51.3             | 62.2           | 55.7             |
| 1994    | 61.9                       | 41.0   | 41.2             | 57.8   | 78.4   | 64.5   | 50.8                        | 52.4             | 49.1           | 55.0             |
| 1995    | 61.9                       | 34.2   | 41.5             | 56.1   | 83.4   | 64.3   | 51.2                        | 52.9             | 53.7           | 51.6             |
| 1996    | 65.0                       | 48.6   | 47.1             | 62.7   | 78.0   | 67.4   | 56.0                        | 55.4             | 50.8           | 57.6             |
| 1997    | 67.0                       | 57.0   | 50.6             | 60.8   | 82.2   | 68.2   | 58.5                        | 58.8             | 65.6           | 55.3             |
| 1998    | 65.6                       | 46.4   | 50.9             | 64.9   | 77.3   | 68.5   | 61.9                        | 59.8             | 47.4           | 51.9             |
| 1999    | 62.9                       | 49.4   | 48.5             | 59.5   | 76.0   | 66.3   | 58.9                        | 58.6             | 42.3           | 47.4             |
| 2000    | 63.3                       | 49.7   | ( <sup>3</sup> ) | 59.4   | 77.1   | 65.7   | 54.9                        | ( <sup>3</sup> ) | 52.9           | ( <sup>3</sup> ) |

—Data on family income were not available in 1974.

<sup>1</sup>Low income is the bottom 20 percent of all family incomes, high income is the top 20 percent of all family incomes, and middle income is the 60 percent in between. See *Supplemental Note 2* for further discussion.

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

<sup>3</sup>Due to small sample sizes for the low-income, Black, and Hispanic categories, 3-year averages also were calculated for each category. For example, the 3-year average for Blacks in 1973 is the average percentage of Black high school completers ages 16–24 who were enrolled in college the October after completing high school in 1972, 1973, and 1974. Thus, 3-year averages cannot be calculated for 1972 and 1998 and for groups of 3 years in which some data are not available (e.g., 1973–75 for the low-income category).

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

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

## Immediate Transition to College

**Table 20-2** Percentage distribution of high school completers who were enrolled in college the October after completing high school according to sex and type of institution: October 1972–2000

| October | Male  |        |        | Female |        |        |
|---------|-------|--------|--------|--------|--------|--------|
|         | Total | 2-year | 4-year | Total  | 2-year | 4-year |
| 1972    | 52.7  | —      | —      | 46.0   | —      | —      |
| 1973    | 50.0  | 14.6   | 35.4   | 43.4   | 15.2   | 28.2   |
| 1974    | 49.4  | 16.6   | 32.8   | 45.9   | 13.9   | 32.0   |
| 1975    | 52.6  | 19.0   | 33.6   | 49.0   | 17.4   | 31.6   |
| 1976    | 47.2  | 14.5   | 32.7   | 50.3   | 16.6   | 33.8   |
| 1977    | 52.1  | 17.2   | 35.0   | 49.3   | 17.8   | 31.5   |
| 1978    | 51.1  | 15.6   | 35.5   | 49.3   | 18.3   | 31.0   |
| 1979    | 50.4  | 16.9   | 33.5   | 48.4   | 18.1   | 30.3   |
| 1980    | 46.7  | 17.1   | 29.7   | 51.8   | 21.6   | 30.2   |
| 1981    | 54.8  | 20.9   | 33.9   | 53.1   | 20.1   | 33.0   |
| 1982    | 49.1  | 17.5   | 31.6   | 52.0   | 20.6   | 31.4   |
| 1983    | 51.9  | 20.2   | 31.7   | 53.4   | 18.4   | 35.1   |
| 1984    | 56.0  | 17.7   | 38.4   | 54.5   | 21.0   | 33.5   |
| 1985    | 58.6  | 19.9   | 38.8   | 56.8   | 19.3   | 37.5   |
| 1986    | 55.8  | 21.3   | 34.5   | 51.9   | 17.3   | 34.6   |
| 1987    | 58.3  | 17.3   | 41.0   | 55.3   | 20.3   | 35.0   |
| 1988    | 57.1  | 21.3   | 35.8   | 60.7   | 22.4   | 38.3   |
| 1989    | 57.6  | 18.3   | 39.3   | 61.6   | 23.1   | 38.5   |
| 1990    | 58.0  | 19.6   | 38.4   | 62.2   | 20.6   | 41.6   |
| 1991    | 57.9  | 22.9   | 35.0   | 67.1   | 26.8   | 40.3   |
| 1992    | 60.0  | 22.1   | 37.8   | 63.8   | 23.9   | 40.0   |
| 1993    | 58.7  | 22.4   | 36.3   | 64.0   | 22.4   | 41.6   |
| 1994    | 60.6  | 23.0   | 37.5   | 63.2   | 19.1   | 44.1   |
| 1995    | 62.6  | 25.3   | 37.4   | 61.3   | 18.1   | 43.2   |
| 1996    | 60.1  | 21.5   | 38.5   | 69.7   | 24.6   | 45.1   |
| 1997    | 63.6  | 21.4   | 42.2   | 70.3   | 24.1   | 46.2   |
| 1998    | 62.4  | 24.4   | 38.0   | 69.1   | 24.3   | 44.8   |
| 1999    | 61.4  | 21.0   | 40.5   | 64.4   | 21.1   | 43.3   |
| 2000    | 59.9  | 23.1   | 36.8   | 66.2   | 20.0   | 46.2   |

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

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

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.

## Immediate Transition to College

**Table 20-3** Percentage of high school completers who were enrolled in college the October after completing high school, by parents' highest level of education: October 1990–2000

| Parents' education <sup>1</sup>              | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|--|------|------|------|------|------|------|------|------|------|------|------|
| Total  | 60.1 | 62.5 | 61.9 | 61.5 | 61.9 | 61.9 | 65.0 | 67.0 | 65.6 | 62.9 | 63.3 |
| Less than high school                        | 33.9 | 42.6 | 33.1 | 47.1 | 43.0 | 27.3 | 45.0 | 51.4 | 49.8 | 36.3 | 44.4 |
| High school diploma or equivalent            | 49.0 | 51.0 | 55.5 | 52.3 | 49.9 | 47.0 | 56.1 | 61.7 | 57.2 | 54.4 | 51.8 |
| Some college, including vocational/technical | 65.6 | 67.5 | 67.5 | 62.7 | 65.0 | 70.2 | 66.6 | 62.6 | 67.7 | 60.3 | 63.8 |
| Bachelor's degree or higher                  | 83.1 | 87.2 | 81.3 | 87.9 | 82.5 | 87.7 | 85.2 | 86.1 | 82.3 | 82.2 | 81.2 |
| Not available <sup>2</sup>                   | 47.7 | 42.1 | 38.0 | 42.0 | 43.1 | 30.8 | 45.6 | 51.3 | 50.1 | 53.1 | 50.5 |

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

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

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

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1990–2000.

## Persistence of Students With Pell Grants

**Table 24-1** Percentage of low- and middle-income 1995–96 beginning postsecondary students who persisted, by receipt of Pell Grant, type of institution, SAT/ACT scores, and high school curriculum: 1998

| Characteristics of academic preparation | Pell recipients | Nonrecipients                 |
|---|-----------------|-------------------------------|
|   |                 | Public 4-year                 |
| <b>Total</b>                            | <b>63.6</b>     | <b>62.9</b>                   |
| SAT/ACT composite score*                |                 |                               |
| Low quartile (400–700)                  | 55.5            | 46.6                          |
| Middle quartiles (710–1020)             | 63.0            | 63.0                          |
| High quartile (1030–1600)               | 81.8            | 72.8                          |
| High school curriculum                  |                 |                               |
| Core or lower                           | 60.0            | 55.7                          |
| Mid-level                               | 68.7            | 67.6                          |
| Rigorous                                | 85.1            | 83.0                          |
|   |                 | Private not-for-profit 4-year |
| <b>Total</b>                            | <b>61.6</b>     | <b>72.1</b>                   |
| SAT/ACT composite score*                |                 |                               |
| Low quartile (400–700)                  | 49.1            | 57.6                          |
| Middle quartiles (710–1020)             | 63.6            | 67.6                          |
| High quartile (1030–1600)               | 80.3            | 85.7                          |
| High school curriculum                  |                 |                               |
| Core or lower                           | 51.2            | 61.2                          |
| Mid-level                               | 63.7            | 79.6                          |
| Rigorous                                | 89.4            | 89.1                          |
|   |                 | Public 2-year                 |
| <b>Total</b>                            | <b>42.0</b>     | <b>42.5</b>                   |

\*The SAT/ACT composite score variable is the sum of the verbal and mathematics scores on the SAT. If the ACT examination was taken, the ACT score was converted to an estimated SAT combined score.

NOTE: Low- and middle-income students include all dependent students whose parents had annual incomes of less than \$70,000 in 1994 and all independent students who, combined with their spouse's earnings, had annual incomes of less than \$25,000 in 1994. \*Persistence" is defined as being continuously enrolled or making an immediate lateral or upward transfer to another institution. Curriculum levels are described in *Supplemental Note 5*.

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

## Persistence of Students With Pell Grants

Table 24-2 Percentage distribution of 1995–96 low- and middle-income beginning postsecondary students according to their academic preparation, by receipt of Pell Grant and type of institution

| Characteristics of academic preparation    | Total        | Pell recipients | Nonrecipients |
|--|--------------|-----------------|---------------|
| <b>Total</b>                               | <b>100.0</b> | <b>100.0</b>    | <b>100.0</b>  |
| <b>Less-than-4-year institutions</b>       |              |                 |               |
| High school graduation status <sup>1</sup> |              |                 |               |
| High school diploma                        | 85.3         | 77.1            | 90.0          |
| GED or certificate                         | 10.5         | 16.6            | 7.0           |
| Did not graduate from high school          | 4.2          | 6.3             | 3.0           |
| <b>4-year institutions</b>                 |              |                 |               |
| SAT/ACT composite score <sup>2</sup>       |              |                 |               |
| Low quartile (400–700)                     | 16.4         | 24.7            | 12.0          |
| Middle quartiles (710–1020)                | 54.3         | 54.3            | 54.3          |
| High quartile (1030–1600)                  | 29.3         | 21.0            | 33.7          |
| High school curriculum <sup>2,3</sup>      |              |                 |               |
| Core or lower                              | 33.9         | 37.9            | 31.7          |
| Mid-level                                  | 51.2         | 50.5            | 51.7          |
| Rigorous                                   | 14.9         | 11.6            | 16.7          |

<sup>1</sup>Less-than-4-year institutions only. "GED" stands for General Education Development certificate.

<sup>2</sup>The SAT/ACT composite score variable is the sum of the verbal and mathematics scores on the SAT. If the ACT examination was taken, the ACT score was converted to an estimated SAT combined score.

<sup>3</sup>Curriculum levels are described in *Supplemental Note 5*.

NOTE: Percentages may not add to 100.0 due to rounding. Low- and middle-income students include all dependent students whose parents had an annual income of less than \$70,000 in 1994 and all independent students who, in combination with their spouse's earnings, had an annual income in 1994 of less than \$25,000.

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

## Persistence of Students With Pell Grants

**Table 24-3** Among 1995–96 low- and middle-income beginning postsecondary students, percentage with each risk factor, by receipt of Pell Grant and type of institution: 1998

| Receipt of Pell Grant                | No high school diploma | Delayed enrollment <sup>1</sup> | Financially independent | Dependents other than a spouse | Single parent | Enrolled part time | Worked more than 35 hours per week |
|--------------------------------------|------------------------|---------------------------------|-------------------------|--------------------------------|---------------|--------------------|------------------------------------|
| <b>Total</b>                         | <b>10.2</b>            | <b>37.9</b>                     | <b>26.4</b>             | <b>15.7</b>                    | <b>11.1</b>   | <b>28.0</b>        | <b>23.0</b>                        |
| Pell recipients                      | 15.4                   | 46.4                            | 37.7                    | 27.0                           | 20.5          | 19.1               | 17.4                               |
| Nonrecipients                        | 7.2                    | 33.0                            | 19.7                    | 9.0                            | 5.6           | 33.2               | 26.2                               |
| <b>Total<sup>2</sup></b>             |                        |                                 |                         |                                |               |                    |                                    |
| <b>Total</b>                         | <b>2.2</b>             | <b>21.0</b>                     | <b>7.4</b>              | <b>3.5</b>                     | <b>2.5</b>    | <b>10.2</b>        | <b>10.6</b>                        |
| Pell recipients                      | 2.5                    | 23.7                            | 11.4                    | 7.1                            | 5.4           | 10.0               | 9.6                                |
| Nonrecipients                        | 2.1                    | 19.4                            | 5.2                     | 1.4                            | 0.8           | 10.3               | 11.2                               |
| <b>Public 4-year</b>                 |                        |                                 |                         |                                |               |                    |                                    |
| <b>Total</b>                         | <b>3.1</b>             | <b>19.0</b>                     | <b>9.3</b>              | <b>3.5</b>                     | <b>2.3</b>    | <b>7.2</b>         | <b>10.2</b>                        |
| Pell recipients                      | 5.9                    | 20.5                            | 12.7                    | 5.9                            | 4.3           | 6.9                | 9.6                                |
| Nonrecipients                        | 1.4                    | 18.2                            | 7.3                     | 2.2                            | 1.2           | 7.4                | 10.5                               |
| <b>Private not-for-profit 4-year</b> |                        |                                 |                         |                                |               |                    |                                    |
| <b>Total</b>                         | <b>11.8</b>            | <b>43.7</b>                     | <b>31.2</b>             | <b>18.7</b>                    | <b>12.5</b>   | <b>46.1</b>        | <b>33.2</b>                        |
| Pell recipients                      | 17.9                   | 56.9                            | 46.5                    | 34.3                           | 25.8          | 32.2               | 23.8                               |
| Nonrecipients                        | 9.2                    | 38.2                            | 24.7                    | 12.0                           | 6.9           | 51.8               | 36.9                               |
| <b>Public 2-year</b>                 |                        |                                 |                         |                                |               |                    |                                    |

<sup>1</sup>"Delayed enrollment" means that the student did not enter postsecondary education in the same calendar year that he or she finished high school.

<sup>2</sup>Includes all beginning postsecondary students, including those in types of institutions not shown separately.

NOTE: Low- and middle-income students include all dependent students whose parents had an annual income in 1994 of less than \$70,000 and all financially independent students who, combined with their spouse's earnings, had an annual income in 1994 of less than \$25,000.

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

## Educational Attainment

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

| March | All*  |      |        | White |      |        | Black |      |        | Hispanic |      |        |
|-------|-------|------|--------|-------|------|--------|-------|------|--------|----------|------|--------|
|       | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total    | Male | Female |
| 1971  | 77.7  | 79.1 | 76.5   | 81.7  | 83.0 | 80.5   | 58.8  | 56.7 | 60.5   | 48.3     | 51.3 | 45.7   |
| 1972  | 79.8  | 80.5 | 79.2   | 83.4  | 84.1 | 82.7   | 64.1  | 61.7 | 66.0   | 47.6     | 47.1 | 47.9   |
| 1973  | 80.2  | 80.6 | 79.8   | 84.0  | 84.2 | 83.9   | 64.1  | 63.2 | 64.9   | 52.3     | 54.2 | 50.6   |
| 1974  | 81.9  | 83.1 | 80.8   | 85.5  | 86.0 | 85.0   | 68.4  | 71.5 | 65.8   | 54.1     | 55.9 | 52.5   |
| 1975  | 83.1  | 84.5 | 81.7   | 86.6  | 88.0 | 85.2   | 71.1  | 72.3 | 70.1   | 53.1     | 52.2 | 53.9   |
| 1976  | 84.7  | 86.0 | 83.5   | 87.7  | 89.0 | 86.4   | 74.0  | 72.8 | 74.9   | 58.1     | 57.6 | 58.4   |
| 1977  | 85.4  | 86.6 | 84.2   | 88.6  | 89.2 | 88.0   | 74.5  | 77.5 | 72.0   | 58.0     | 61.9 | 54.6   |
| 1978  | 85.3  | 86.0 | 84.6   | 88.5  | 88.8 | 88.2   | 77.4  | 78.7 | 76.3   | 56.5     | 58.5 | 54.6   |
| 1979  | 85.6  | 86.3 | 84.9   | 89.2  | 89.8 | 88.5   | 74.7  | 74.0 | 75.3   | 57.1     | 55.5 | 58.6   |
| 1980  | 85.4  | 85.4 | 85.5   | 89.2  | 89.1 | 89.2   | 76.7  | 74.8 | 78.3   | 57.9     | 57.0 | 58.8   |
| 1981  | 86.3  | 86.5 | 86.1   | 89.8  | 89.7 | 89.9   | 77.6  | 78.8 | 76.6   | 59.8     | 59.1 | 60.4   |
| 1982  | 86.2  | 86.3 | 86.1   | 89.1  | 89.1 | 89.1   | 81.0  | 80.4 | 81.5   | 61.0     | 60.6 | 61.2   |
| 1983  | 86.0  | 86.0 | 86.0   | 89.3  | 89.3 | 89.3   | 79.5  | 79.0 | 79.9   | 58.4     | 57.8 | 58.9   |
| 1984  | 85.9  | 85.6 | 86.3   | 89.4  | 89.4 | 89.4   | 79.1  | 75.9 | 81.7   | 58.6     | 56.7 | 60.1   |
| 1985  | 86.2  | 85.9 | 86.4   | 89.5  | 89.2 | 89.9   | 80.5  | 80.6 | 80.5   | 61.0     | 58.6 | 63.1   |
| 1986  | 86.1  | 85.9 | 86.4   | 89.6  | 88.7 | 90.4   | 83.5  | 86.4 | 81.0   | 59.1     | 58.2 | 60.0   |
| 1987  | 86.0  | 85.5 | 86.4   | 89.4  | 88.9 | 90.0   | 83.5  | 84.5 | 82.6   | 59.8     | 58.6 | 61.0   |
| 1988  | 85.9  | 84.7 | 87.1   | 89.7  | 88.4 | 90.9   | 80.9  | 80.9 | 80.9   | 62.3     | 59.9 | 64.8   |
| 1989  | 85.5  | 84.4 | 86.5   | 89.3  | 88.2 | 90.4   | 82.3  | 80.5 | 83.8   | 61.0     | 61.0 | 61.1   |
| 1990  | 85.7  | 84.4 | 87.0   | 90.1  | 88.6 | 91.6   | 81.8  | 81.4 | 82.0   | 58.2     | 56.6 | 59.9   |
| 1991  | 85.4  | 84.9 | 85.8   | 89.8  | 89.2 | 90.5   | 81.8  | 83.6 | 80.1   | 56.7     | 56.4 | 57.2   |
| 1992  | 86.3  | 86.1 | 86.5   | 90.6  | 90.3 | 91.1   | 80.9  | 82.7 | 79.3   | 60.9     | 61.1 | 60.6   |
| 1993  | 86.7  | 86.0 | 87.4   | 91.2  | 90.7 | 91.8   | 82.7  | 84.8 | 80.8   | 60.9     | 58.2 | 63.9   |
| 1994  | 86.1  | 84.5 | 87.6   | 91.1  | 90.0 | 92.3   | 84.1  | 82.8 | 85.3   | 60.3     | 58.0 | 63.0   |
| 1995  | 86.9  | 86.3 | 87.4   | 92.5  | 92.0 | 93.0   | 86.8  | 88.4 | 85.3   | 57.2     | 55.7 | 58.7   |
| 1996  | 87.3  | 86.5 | 88.1   | 92.6  | 92.0 | 93.1   | 86.0  | 87.9 | 84.5   | 61.1     | 59.7 | 62.9   |
| 1997  | 87.4  | 85.8 | 88.9   | 92.9  | 91.7 | 94.0   | 86.9  | 85.8 | 87.8   | 61.8     | 59.2 | 64.8   |
| 1998  | 88.1  | 86.6 | 89.6   | 93.6  | 92.5 | 94.6   | 88.2  | 88.4 | 88.1   | 62.8     | 59.9 | 66.3   |
| 1999  | 87.8  | 86.1 | 89.5   | 93.0  | 91.9 | 94.1   | 88.7  | 88.2 | 89.2   | 61.6     | 57.4 | 65.9   |
| 2000  | 88.1  | 86.7 | 89.4   | 94.0  | 92.9 | 95.2   | 86.8  | 87.6 | 86.3   | 62.8     | 59.2 | 66.4   |
| 2001  | 87.7  | 86.8 | 88.6   | 93.3  | 93.0 | 93.6   | 87.0  | 87.5 | 86.7   | 63.2     | 59.5 | 67.2   |

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

NOTE: "High school completers" also includes those with higher levels of education. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. See *Supplemental Note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971–2001.

## Educational Attainment

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

| March | All*  |      |        | White |      |        | Black |      |        | Hispanic |      |        |
|-------|-------|------|--------|-------|------|--------|-------|------|--------|----------|------|--------|
|       | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total    | Male | Female |
| 1971  | 33.9  | 38.5 | 29.4   | 36.7  | 41.7 | 31.8   | 18.2  | 16.5 | 19.5   | 14.8     | 19.6 | 10.4   |
| 1972  | 36.0  | 40.8 | 31.3   | 38.6  | 44.0 | 33.3   | 21.4  | 19.5 | 22.9   | 15.3     | 17.5 | 13.6   |
| 1973  | 36.3  | 41.4 | 31.4   | 39.2  | 44.6 | 33.7   | 21.5  | 21.2 | 21.7   | 16.6     | 21.4 | 12.4   |
| 1974  | 40.1  | 44.7 | 35.6   | 43.1  | 47.8 | 38.4   | 24.2  | 26.4 | 22.4   | 21.2     | 24.7 | 18.1   |
| 1975  | 41.6  | 47.4 | 36.0   | 44.3  | 50.4 | 38.3   | 27.5  | 29.6 | 25.8   | 21.8     | 26.3 | 17.6   |
| 1976  | 44.1  | 50.1 | 38.4   | 47.2  | 53.5 | 41.0   | 27.5  | 29.5 | 26.0   | 21.1     | 24.4 | 18.2   |
| 1977  | 45.5  | 50.3 | 40.8   | 48.6  | 53.4 | 43.7   | 31.1  | 34.3 | 28.5   | 23.8     | 26.4 | 21.6   |
| 1978  | 46.4  | 51.0 | 41.9   | 49.5  | 54.6 | 44.4   | 34.7  | 35.6 | 33.9   | 24.6     | 27.6 | 21.9   |
| 1979  | 46.3  | 49.8 | 42.9   | 49.6  | 53.3 | 45.9   | 31.2  | 30.1 | 32.0   | 25.1     | 28.1 | 22.2   |
| 1980  | 44.7  | 47.6 | 41.9   | 48.0  | 51.1 | 44.9   | 32.4  | 32.6 | 32.3   | 23.1     | 25.9 | 20.4   |
| 1981  | 43.2  | 45.7 | 40.9   | 46.0  | 48.5 | 43.5   | 33.0  | 33.8 | 32.3   | 23.7     | 24.6 | 22.8   |
| 1982  | 43.0  | 44.5 | 41.6   | 45.1  | 46.6 | 43.7   | 37.1  | 38.1 | 36.3   | 24.1     | 24.6 | 23.7   |
| 1983  | 43.5  | 44.8 | 42.2   | 46.1  | 47.7 | 44.4   | 33.0  | 33.2 | 32.9   | 25.1     | 23.7 | 26.3   |
| 1984  | 43.0  | 43.6 | 42.5   | 45.6  | 46.2 | 45.0   | 32.9  | 31.6 | 34.0   | 26.7     | 27.0 | 26.4   |
| 1985  | 43.7  | 44.2 | 43.3   | 46.4  | 46.8 | 46.0   | 34.4  | 34.2 | 34.5   | 26.9     | 26.9 | 27.1   |
| 1986  | 44.0  | 44.1 | 43.8   | 46.8  | 46.9 | 46.8   | 36.3  | 35.9 | 36.6   | 25.3     | 24.9 | 25.8   |
| 1987  | 43.6  | 43.1 | 44.1   | 46.0  | 45.7 | 46.2   | 35.9  | 32.4 | 38.8   | 26.7     | 27.1 | 26.3   |
| 1988  | 43.6  | 43.7 | 43.6   | 46.4  | 46.4 | 46.5   | 33.3  | 34.7 | 32.1   | 28.0     | 26.5 | 29.6   |
| 1989  | 43.8  | 43.9 | 43.7   | 47.2  | 47.1 | 47.2   | 34.6  | 34.0 | 35.1   | 27.0     | 27.3 | 26.8   |
| 1990  | 44.5  | 43.7 | 45.3   | 48.3  | 47.3 | 49.3   | 36.1  | 35.0 | 36.9   | 23.3     | 22.9 | 23.9   |
| 1991  | 45.3  | 44.4 | 46.2   | 49.3  | 48.8 | 49.9   | 35.4  | 32.0 | 38.2   | 23.9     | 23.1 | 24.8   |
| 1992  | 48.9  | 48.2 | 49.6   | 53.3  | 52.6 | 53.9   | 36.2  | 35.0 | 37.2   | 28.5     | 27.2 | 30.1   |
| 1993  | 51.0  | 49.5 | 52.6   | 55.6  | 54.7 | 56.6   | 40.0  | 37.0 | 42.4   | 29.7     | 26.9 | 33.2   |
| 1994  | 52.1  | 49.8 | 54.3   | 57.1  | 54.9 | 59.3   | 41.8  | 40.3 | 42.9   | 31.0     | 28.0 | 34.7   |
| 1995  | 54.1  | 52.3 | 55.8   | 59.8  | 57.5 | 62.0   | 45.1  | 45.3 | 44.8   | 28.7     | 26.8 | 31.0   |
| 1996  | 56.5  | 54.5 | 58.5   | 62.0  | 60.3 | 63.7   | 48.1  | 47.9 | 48.3   | 31.1     | 28.0 | 35.0   |
| 1997  | 57.1  | 54.9 | 59.4   | 63.3  | 61.3 | 65.3   | 46.6  | 43.0 | 49.6   | 33.3     | 30.7 | 36.4   |
| 1998  | 57.8  | 54.6 | 61.0   | 64.1  | 61.3 | 66.9   | 50.0  | 46.8 | 52.6   | 32.5     | 29.3 | 36.3   |
| 1999  | 58.0  | 54.7 | 61.3   | 63.9  | 60.7 | 67.0   | 51.3  | 45.9 | 55.6   | 31.2     | 27.4 | 35.0   |
| 2000  | 58.3  | 55.1 | 61.5   | 64.1  | 60.5 | 67.7   | 52.7  | 50.3 | 54.5   | 32.8     | 29.0 | 36.6   |
| 2001  | 58.4  | 54.4 | 62.5   | 64.8  | 60.5 | 69.1   | 50.5  | 46.7 | 53.6   | 32.2     | 28.3 | 36.3   |

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

NOTE: "Some college" also includes those with a bachelor's degree or higher. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. See *Supplemental Note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971–2001.

## Educational Attainment

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

| March | All*  |      |        | White |      |        | Black |      |        | Hispanic |      |        |
|-------|-------|------|--------|-------|------|--------|-------|------|--------|----------|------|--------|
|       | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total    | Male | Female |
| 1971  | 17.1  | 20.4 | 13.8   | 18.9  | 22.4 | 15.4   | 6.7   | 6.9  | 6.6    | 5.1      | 7.9  | 2.7    |
| 1972  | 19.0  | 22.0 | 16.0   | 20.8  | 24.1 | 17.5   | 8.4   | 7.1  | 9.5    | 3.7      | 4.5  | 3.0    |
| 1973  | 19.0  | 21.6 | 16.4   | 20.8  | 23.8 | 17.9   | 8.2   | 7.2  | 9.0    | 5.6      | 6.7  | 4.9    |
| 1974  | 20.7  | 23.9 | 17.6   | 23.2  | 26.7 | 19.7   | 7.9   | 8.8  | 7.2    | 5.5      | 5.0  | 5.9    |
| 1975  | 21.9  | 25.1 | 18.7   | 23.8  | 27.3 | 20.2   | 10.5  | 11.1 | 10.0   | 8.8      | 10.3 | 7.2    |
| 1976  | 23.7  | 27.5 | 20.1   | 25.7  | 29.8 | 21.6   | 13.0  | 12.0 | 13.9   | 7.4      | 10.3 | 4.8    |
| 1977  | 24.0  | 27.0 | 21.1   | 26.4  | 29.8 | 23.1   | 12.6  | 12.8 | 12.5   | 6.7      | 7.0  | 6.4    |
| 1978  | 23.3  | 26.0 | 20.6   | 25.6  | 28.9 | 22.3   | 11.7  | 10.7 | 12.6   | 9.7      | 9.6  | 9.8    |
| 1979  | 23.1  | 25.8 | 20.5   | 25.5  | 28.4 | 22.6   | 12.4  | 13.1 | 11.8   | 7.4      | 7.9  | 6.7    |
| 1980  | 22.5  | 24.0 | 21.0   | 25.0  | 26.8 | 23.2   | 11.5  | 10.5 | 12.4   | 7.7      | 8.5  | 7.0    |
| 1981  | 21.3  | 23.1 | 19.6   | 23.6  | 25.5 | 21.7   | 11.6  | 12.1 | 11.1   | 7.5      | 8.5  | 6.6    |
| 1982  | 21.7  | 23.3 | 20.2   | 23.8  | 25.7 | 21.9   | 12.6  | 11.7 | 13.4   | 9.7      | 10.8 | 8.7    |
| 1983  | 22.5  | 23.9 | 21.1   | 24.5  | 26.2 | 22.7   | 12.9  | 13.1 | 12.7   | 10.4     | 9.7  | 11.1   |
| 1984  | 21.9  | 23.2 | 20.7   | 24.1  | 25.5 | 22.7   | 11.7  | 12.9 | 10.6   | 10.6     | 9.6  | 11.5   |
| 1985  | 22.2  | 23.1 | 21.3   | 24.4  | 25.5 | 23.3   | 11.6  | 10.4 | 12.6   | 11.1     | 10.9 | 11.2   |
| 1986  | 22.4  | 22.9 | 21.9   | 25.2  | 25.8 | 24.5   | 11.8  | 10.3 | 13.2   | 9.0      | 9.0  | 9.1    |
| 1987  | 22.0  | 22.3 | 21.8   | 24.6  | 24.9 | 24.4   | 11.5  | 11.9 | 11.2   | 8.7      | 9.2  | 8.2    |
| 1988  | 22.7  | 23.4 | 21.9   | 25.1  | 25.7 | 24.5   | 12.0  | 12.4 | 11.7   | 11.3     | 11.9 | 10.6   |
| 1989  | 23.4  | 23.9 | 22.9   | 26.3  | 26.9 | 25.8   | 12.6  | 12.1 | 13.1   | 10.1     | 9.6  | 10.5   |
| 1990  | 23.2  | 23.7 | 22.8   | 26.4  | 26.6 | 26.2   | 13.4  | 15.2 | 11.9   | 8.2      | 7.3  | 9.1    |
| 1991  | 23.2  | 23.0 | 23.4   | 26.7  | 26.5 | 26.9   | 11.0  | 11.5 | 10.5   | 9.2      | 8.1  | 10.4   |
| 1992  | 23.6  | 23.2 | 24.0   | 27.1  | 26.6 | 27.7   | 11.1  | 11.7 | 10.5   | 9.5      | 8.8  | 10.3   |
| 1993  | 23.7  | 23.4 | 23.9   | 27.2  | 27.2 | 27.1   | 13.3  | 12.6 | 13.9   | 8.3      | 7.1  | 9.8    |
| 1994  | 23.2  | 22.5 | 24.0   | 27.1  | 26.8 | 27.4   | 13.6  | 11.6 | 15.2   | 8.0      | 6.6  | 9.8    |
| 1995  | 24.7  | 24.5 | 24.9   | 28.8  | 28.4 | 29.3   | 15.4  | 17.4 | 13.7   | 8.9      | 7.8  | 10.1   |
| 1996  | 27.1  | 26.1 | 28.2   | 31.6  | 30.9 | 32.3   | 14.6  | 12.2 | 16.6   | 10.0     | 10.2 | 9.8    |
| 1997  | 27.8  | 26.3 | 29.3   | 32.6  | 31.2 | 34.0   | 14.2  | 11.8 | 16.3   | 11.0     | 9.5  | 12.7   |
| 1998  | 27.3  | 25.7 | 29.0   | 32.3  | 30.5 | 34.2   | 15.8  | 14.3 | 17.0   | 10.4     | 9.5  | 11.4   |
| 1999  | 28.2  | 26.8 | 29.5   | 33.6  | 32.0 | 35.1   | 15.0  | 13.1 | 16.5   | 8.9      | 7.5  | 10.4   |
| 2000  | 29.1  | 27.9 | 30.1   | 34.0  | 32.3 | 35.8   | 17.9  | 18.3 | 17.4   | 9.6      | 8.3  | 11.0   |
| 2001  | 28.7  | 26.2 | 31.1   | 33.0  | 29.7 | 36.3   | 17.9  | 17.9 | 17.8   | 11.1     | 9.1  | 13.2   |

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

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. See *Supplemental Note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971–2001.

## Trends in Science and Mathematics Coursetaking

**Table 26-1** Percentage distribution of high school graduates according to the highest level of advanced science courses completed: 1982, 1987, 1990, 1992, 1994, and 1998

| Year | Low academic level |                          |  |                 |       | Advanced academic level  |                           |  |      | Total |
|------|--------------------|--------------------------|--|-----------------|-------|--------------------------|---------------------------|--|------|-------|
|      | No science*        | 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                | 12.2                     | 15.0   | 27.2            | 35.2  | 14.9                     | 5.9                       | 14.6   | 35.4 |       |
| 1987 | 0.8                | 6.7                      | 9.1  | 15.8            | 41.5  | 21.4                     | 10.6                      | 9.9  | 41.9 |       |
| 1990 | 0.7                | 4.2                      | 8.7  | 12.8            | 37.0  | 25.8                     | 12.3                      | 11.4   | 49.5 |       |
| 1992 | 0.3                | 2.8                      | 6.9  | 9.7             | 36.4  | 27.1                     | 12.2                      | 14.3   | 53.5 |       |
| 1994 | 0.6                | 1.9                      | 8.2  | 10.0            | 34.1  | 29.4                     | 13.0                      | 12.9   | 55.3 |       |
| 1998 | 0.6                | 3.0                      | 6.3  | 9.3             | 28.6  | 30.2                     | 16.3                      | 15.1   | 61.5 |       |

\*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. See *Supplemental Note 5* for more information.

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 5* for definitions of these levels. These levels are slightly revised and the estimates recalculated from those published in NCES 2000–062, *indicator 40*. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:1988/1992); and National Assessment of Educational Progress (NAEP) High School Transcript Studies, 1987, 1990, 1992, 1994, and 1998.

**Table 26-2** Percentage distribution of high school graduates according to the highest level of advanced mathematics courses completed: 1982, 1987, 1990, 1992, 1994, and 1998

| Year | No mathematics* | Non-academic | Low academic | Middle academic |          |       | Advanced academic |          |           |       |
|------|-----------------|--------------|--------------|-----------------|----------|-------|-------------------|----------|-----------|-------|
|      |                 |              |              | Level I         | Level II | Total | Level I           | Level II | Level III | Total |
| 1982 | 0.8             | 16.7         | 7.4          | 30.6            | 18.2     | 48.8  | 15.6              | 4.8      | 5.9       | 26.3  |
| 1987 | 0.9             | 12.0         | 7.6          | 27.0            | 23.1     | 50.1  | 12.9              | 9.0      | 7.6       | 29.5  |
| 1990 | 0.6             | 9.0          | 8.2          | 25.4            | 26.2     | 51.6  | 12.9              | 10.4     | 7.2       | 30.6  |
| 1992 | 0.4             | 6.2          | 6.3          | 22.7            | 26.4     | 49.0  | 16.4              | 10.9     | 10.7      | 38.1  |
| 1994 | 0.7             | 5.7          | 6.2          | 22.5            | 26.9     | 49.4  | 16.3              | 11.6     | 10.2      | 38.1  |
| 1998 | 0.8             | 3.6          | 5.3          | 21.2            | 27.7     | 48.9  | 14.4              | 15.2     | 11.8      | 41.4  |

\*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. See *Supplemental Note 5* for more information.

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 5* for definitions of these levels. Percentages may not add to 100.0 due to rounding. The 1982, 1987, 1994, and 1998 estimates are revised slightly from those published in NCES 2000–062, *indicator 40*.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:1988/1992); and National Assessment of Educational Progress (NAEP) High School Transcript Studies, 1987, 1990, 1992, 1994, and 1998.

## Inclusion of Students With Disabilities in Regular Classrooms

Table 28-1 Percentage distribution of students ages 6–21 with disabilities, by educational environment and disability type: 1988–89 and 1998–99

| Type of disability             | Percentage of the day in<br>a regular education classroom |         |         |         |              |         | Separate<br>facilities |         | Residential<br>facilities |         | Home/hospital |         |
|--------------------------------|---|---------|---------|---------|--------------|---------|------------------------|---------|---------------------------|---------|---------------|---------|
|                                | 80 or more  |         | 79–40   |         | Less than 40 |         | 1988–89                | 1998–99 | 1988–89                   | 1998–99 | 1988–89       | 1998–99 |
|                                | 1988–89   | 1998–99 | 1988–89 | 1998–99 | 1988–89      | 1998–99 |                        |         |                           |         |               |         |
| All disabilities               | 30.5  | 47.4    | 39.0    | 28.4    | 24.3         | 20.1    | 4.6                    | 2.9     | 0.9                       | 0.7     | 0.8           | 0.5     |
| Specific learning disabilities | 19.6  | 45.1    | 57.9    | 38.4    | 20.9         | 15.5    | 1.3                    | 0.6     | 0.1                       | 0.1     | 0.1           | 0.2     |
| Speech or language impairments | 75.6  | 88.5    | 19.0    | 6.6     | 3.8          | 4.5     | 1.4                    | 0.3     | 0.1                       | 0.0     | 0.1           | 0.1     |
| Mental retardation             | 5.9   | 13.8    | 22.4    | 29.2    | 58.9         | 51.1    | 11.3                   | 5.0     | 1.2                       | 0.5     | 0.3           | 0.4     |
| Emotional disturbance          | 14.1  | 25.5    | 30.0    | 23.0    | 35.8         | 33.2    | 13.4                   | 13.3    | 3.8                       | 3.6     | 2.9           | 1.4     |
| Multiple disabilities          | 7.0   | 10.5    | 14.1    | 16.6    | 46.2         | 44.8    | 25.9                   | 22.9    | 4.0                       | 2.9     | 2.8           | 2.3     |
| Hearing impairments            | 26.9  | 39.6    | 21.0    | 18.7    | 33.5         | 25.3    | 8.5                    | 7.1     | 9.8                       | 9.0     | 0.2           | 0.2     |
| Orthopedic impairments         | 29.3  | 45.6    | 18.6    | 20.5    | 33.5         | 27.3    | 11.1                   | 4.5     | 0.7                       | 0.2     | 6.9           | 1.9     |
| Other health impairments       | 29.9  | 44.3    | 20.3    | 33.2    | 19.6         | 17.2    | 7.8                    | 1.6     | 0.8                       | 0.3     | 21.6          | 3.4     |
| Visual impairments             | 39.8  | 49.6    | 25.4    | 19.4    | 20.3         | 16.5    | 4.7                    | 6.8     | 9.4                       | 7.1     | 0.5           | 0.6     |
| Autism                         | —   | 20.3    | —       | 13.1    | —            | 51.1    | —                      | 13.5    | —                         | 1.4     | —             | 0.4     |
| Deaf-blindness                 | 11.6  | 14.1    | 5.3     | 9.4     | 29.9         | 34.8    | 25.9                   | 22.6    | 26.1                      | 17.4    | 1.2           | 1.7     |
| Traumatic brain injury         | —   | 31.2    | —       | 26.3    | —            | 29.8    | —                      | 9.0     | —                         | 1.4     | —             | 2.3     |

—Not available.

NOTE: Students with disabilities are those served under Part B of the Individuals with Disabilities Education Act (IDEA) in the United States and outlying areas. See *Supplemental Note 10* for definitions of the different types of disabilities and educational environments. The U.S. Department of Education began to collect data on students with autism and traumatic brain injury only in 1992–93. Students with disabilities who are in separate facilities, residential facilities, and a home/hospital do not attend school with their nondisabled peers. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2000). *22<sup>nd</sup> Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*; and U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2001). *23<sup>rd</sup> Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*.

## Parental Choice of Schools

Table 29-1 Percentage of districts with public school choice programs according to type of program, by region: 1993–94 and 1999–2000\*

| Region    | Students can enroll<br>in another school<br>within this district |           | Students can<br>enroll in another<br>school in another<br>district at no cost |           | Students from<br>other districts<br>can enroll in this<br>district at no cost |           | District has magnet<br>school program |           |
|-----------|--|-----------|---|-----------|---|-----------|---------------------------------------|-----------|
|           | 1993–94  | 1999–2000 | 1993–94   | 1999–2000 | 1993–94   | 1999–2000 | 1993–94                               | 1999–2000 |
| Total     | 13.8   | 24.7      | 28.5  | 42.4      | 25.6  | 45.8      | 7.8                                   | 5.9       |
| Northeast | 5.5  | 9.6       | 9.6   | 13.2      | 8.5   | 13.1      | 4.2                                   | 5.1       |
| Midwest   | 15.0   | 27.2      | 34.6  | 55.6      | 29.7  | 55.4      | 7.7                                   | 4.7       |
| South     | 10.4   | 22.1      | 24.0  | 32.1      | 23.8  | 38.1      | 7.7                                   | 7.3       |
| West      | 24.0   | 40.0      | 41.7  | 61.5      | 37.6  | 73.0      | 12.1                                  | 7.6       |

\*A Local Education Agency (LEA), or public school district, is defined as a government agency that employs elementary or secondary level teachers and is administratively responsible for providing public elementary and/or secondary instruction and educational support services.

NOTE: Magnet schools represent a type of school choice program offered in conjunction with either within-district or out-of-district school choice programs.

SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), "Teacher Demand and Shortage and School District Surveys," 1999–2000.

## Parental Choice of Schools

**Table 29-2** Percentage distributions of students in grades 1–12 according to type of school, by student and household characteristics: 1993, 1996, and 1999

| Student and household characteristics     | School type*     |             |             |                |             |             |                         |            |            |                             |            |            |
|---|------------------|-------------|-------------|----------------|-------------|-------------|-------------------------|------------|------------|-----------------------------|------------|------------|
|   | Public, assigned |             |             | Public, chosen |             |             | Private, church-related |            |            | Private, not church-related |            |            |
|   | 1993             | 1996        | 1999        | 1993           | 1996        | 1999        | 1993                    | 1996       | 1999       | 1993                        | 1996       | 1999       |
| Number of students (thousands)            | 33,870           | 34,603      | 35,826      | 4,669          | 6,228       | 6,840       | 3,184                   | 3,654      | 3,423      | 662                         | 1,040      | 1,101      |
| <b>Total (percent)</b>                    | <b>79.9</b>      | <b>76.0</b> | <b>75.9</b> | <b>11.0</b>    | <b>13.7</b> | <b>14.5</b> | <b>7.5</b>              | <b>8.0</b> | <b>7.3</b> | <b>1.6</b>                  | <b>2.3</b> | <b>2.3</b> |
| Grade level                               |                  |             |             |                |             |             |                         |            |            |                             |            |            |
| 1–5                                       | 78.6             | 74.1        | 73.7        | 11.6           | 14.8        | 15.3        | 8.3                     | 8.9        | 8.6        | 1.5                         | 2.2        | 2.5        |
| 6–8                                       | 81.3             | 79.4        | 78.6        | 9.9            | 11.2        | 11.7        | 7.4                     | 7.4        | 7.5        | 1.5                         | 2.0        | 2.2        |
| 9–12                                      | 80.6             | 75.9        | 76.9        | 11.2           | 14.1        | 15.6        | 6.5                     | 7.3        | 5.3        | 1.8                         | 2.7        | 2.3        |
| Race/ethnicity                            |                  |             |             |                |             |             |                         |            |            |                             |            |            |
| White                                     | 81.0             | 77.1        | 77.1        | 8.6            | 11.1        | 11.5        | 8.6                     | 9.2        | 8.7        | 1.8                         | 2.7        | 2.7        |
| Black                                     | 77.2             | 72.9        | 71.5        | 18.6           | 21.5        | 22.6        | 3.4                     | 4.2        | 4.4        | 0.8                         | 1.4        | 1.6        |
| Hispanic                                  | 79.2             | 76.4        | 77.0        | 13.7           | 16.1        | 18.0        | 6.4                     | 6.3        | 3.9        | 0.7                         | 1.3        | 1.1        |
| Other                                     | 73.0             | 69.3        | 72.6        | 14.9           | 19.0        | 17.4        | 9.0                     | 9.5        | 6.9        | 3.1                         | 2.2        | 3.1        |
| Number of parents living in the household |                  |             |             |                |             |             |                         |            |            |                             |            |            |
| Two parents                               | 80.1             | 76.3        | 76.8        | 9.3            | 11.7        | 12.2        | 8.8                     | 9.5        | 8.4        | 1.8                         | 2.4        | 2.5        |
| One parent                                | 78.9             | 74.7        | 74.4        | 15.2           | 18.4        | 18.4        | 4.8                     | 5.0        | 5.2        | 1.1                         | 1.9        | 2.1        |
| Nonparent guardians                       | 83.7             | 80.2        | 72.9        | 13.5           | 14.6        | 21.7        | 2.1                     | 2.3        | 4.1        | 0.7                         | 2.9        | 1.2        |
| Household income                          |                  |             |             |                |             |             |                         |            |            |                             |            |            |
| \$10,000 or less                          | 82.5             | 76.5        | 73.9        | 14.3           | 19.4        | 21.9        | 2.8                     | 2.5        | 2.7        | 0.4                         | 1.7        | 1.4        |
| \$10,001–20,000                           | 82.4             | 78.8        | 78.1        | 13.7           | 16.3        | 17.4        | 3.4                     | 3.6        | 3.2        | 0.5                         | 1.3        | 1.4        |
| \$20,001–35,000                           | 81.6             | 78.3        | 78.4        | 10.6           | 13.9        | 15.7        | 6.9                     | 6.4        | 4.4        | 0.9                         | 1.4        | 1.5        |
| \$35,001–50,000                           | 79.7             | 77.2        | 76.6        | 10.0           | 12.4        | 13.6        | 8.9                     | 8.8        | 8.0        | 1.5                         | 1.7        | 1.9        |
| \$50,001–75,000                           | 77.1             | 76.0        | 78.3        | 9.1            | 9.9         | 11.0        | 11.4                    | 11.8       | 8.7        | 2.4                         | 2.4        | 2.1        |
| More than \$75,000                        | 72.2             | 67.7        | 70.3        | 7.6            | 11.2        | 10.4        | 14.4                    | 15.1       | 14.2       | 5.8                         | 6.0        | 5.1        |
| Parents' education                        |                  |             |             |                |             |             |                         |            |            |                             |            |            |
| Less than high school                     | 83.6             | 78.8        | 79.6        | 13.7           | 17.4        | 17.8        | 2.4                     | 2.0        | 1.7        | 0.2                         | 1.8        | 0.9        |
| High school diploma or GED                | 83.5             | 82.1        | 80.3        | 11.4           | 12.3        | 14.3        | 4.6                     | 5.0        | 4.1        | 0.5                         | 0.7        | 1.3        |
| Some college, vocational/technical        | 79.8             | 76.4        | 77.4        | 11.1           | 14.7        | 15.2        | 7.7                     | 7.1        | 6.0        | 1.4                         | 1.8        | 1.4        |
| Bachelor's degree                         | 75.8             | 70.7        | 71.5        | 9.2            | 13.1        | 13.1        | 12.5                    | 13.0       | 12.5       | 2.6                         | 3.3        | 2.9        |
| Graduate/professional school              | 72.7             | 66.2        | 68.1        | 9.8            | 12.6        | 13.1        | 13.1                    | 15.3       | 12.8       | 4.4                         | 6.0        | 6.1        |
| Region                                    |                  |             |             |                |             |             |                         |            |            |                             |            |            |
| Northeast                                 | 77.8             | 74.3        | 74.1        | 9.3            | 12.9        | 13.7        | 10.5                    | 9.2        | 8.7        | 2.4                         | 3.6        | 3.6        |
| South                                     | 82.0             | 78.7        | 77.6        | 10.9           | 12.5        | 13.5        | 5.4                     | 6.4        | 6.4        | 1.7                         | 2.4        | 2.5        |
| Midwest                                   | 79.6             | 75.4        | 76.0        | 10.4           | 12.4        | 13.5        | 9.2                     | 10.9       | 9.3        | 0.8                         | 1.3        | 1.2        |
| West                                      | 78.7             | 74.0        | 74.8        | 13.4           | 17.7        | 18.1        | 6.5                     | 6.3        | 4.9        | 1.5                         | 2.0        | 2.3        |
| Community type                            |                  |             |             |                |             |             |                         |            |            |                             |            |            |
| Urban                                     | 75.1             | 71.0        | 71.2        | 13.5           | 16.3        | 16.6        | 9.5                     | 10.0       | 9.2        | 1.9                         | 2.7        | 3.0        |
| Suburban                                  | 86.6             | 81.2        | 81.6        | 7.7            | 10.7        | 12.0        | 4.9                     | 6.9        | 5.0        | 0.8                         | 1.1        | 1.4        |
| Rural                                     | 87.7             | 84.9        | 84.6        | 6.8            | 9.2         | 10.6        | 4.3                     | 3.9        | 3.7        | 1.2                         | 1.9        | 1.1        |

\*Data have been revised from previously published figures.

NOTE: Excludes home-schooled students. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES, National Household Education Surveys Program (NHES), "School Readiness" survey, 1993; "School Safety and Discipline" survey, 1993; "Parent and Family Involvement" survey, 1996; and "Parent Interview" survey, 1999.

## Public Charter Schools

**Table 30-1** Number and percentage distribution of public charter schools and students, and percentage of charter schools and students by school origin status, by selected school characteristics: 1999–2000

| Selected school characteristics | Schools and students |                    |                    |                    |                     | School origin status |                            |                             |
|---------------------------------|----------------------|--------------------|--------------------|--------------------|---------------------|----------------------|----------------------------|-----------------------------|
|                                 | Number of schools    | Number of students | Average enrollment | Percent of schools | Percent of students | Newly created        | Pre-existing public school | Pre-existing private school |
| All public charter schools      | 1,010                | 266,721            | 264.1              | 100.0              | 100.0               | 73.6                 | 16.5                       | 9.9                         |
| State                           |                      |                    |                    |                    |                     |                      |                            |                             |
| Arizona                         | 207                  | 39,860             | 192.6              | 20.5               | 14.9                | 78.3                 | 5.3                        | 16.4                        |
| California                      | 133                  | 64,152             | 482.4              | 13.2               | 24.1                | 55.7                 | 43.4                       | 0.9                         |
| Michigan                        | 135                  | 36,052             | 267.1              | 13.4               | 13.5                | 76.4                 | 6.5                        | 17.2                        |
| All other states                | 535                  | 126,656            | 236.7              | 53.0               | 47.5                | 75.6                 | 16.7                       | 7.8                         |
| Community type                  |                      |                    |                    |                    |                     |                      |                            |                             |
| Central city                    | 537                  | 139,307            | 259.6              | 53.1               | 52.2                | 76.3                 | 11.9                       | 11.8                        |
| Urban fringe/large town         | 324                  | 108,807            | 336.2              | 32.1               | 40.8                | 68.5                 | 23.4                       | 8.1                         |
| Rural/small town                | 150                  | 18,607             | 124.3              | 14.8               | 7.0                 | 75.4                 | 17.8                       | 6.9                         |
| School level                    |                      |                    |                    |                    |                     |                      |                            |                             |
| Elementary                      | 586                  | 158,801            | 271.1              | 58.0               | 59.5                | 72.2                 | 17.3                       | 10.5                        |
| Combined                        | 190                  | 49,702             | 262.0              | 18.8               | 18.6                | 76.0                 | 11.1                       | 12.9                        |
| Secondary                       | 235                  | 58,218             | 248.2              | 23.2               | 21.8                | 75.3                 | 18.9                       | 5.8                         |
| Enrollment                      |                      |                    |                    |                    |                     |                      |                            |                             |
| Less than 300                   | 730                  | 94,271             | 129.2              | 72.3               | 35.4                | 78.9                 | 9.2                        | 11.9                        |
| 300–999                         | 251                  | 130,683            | 519.7              | 24.9               | 49.0                | 64.4                 | 30.5                       | 5.2                         |
| 1,000 or more                   | 29                   | 41,766             | 1,448.2            | 2.9                | 15.7                | 21.0                 | 79.0                       | 0.0                         |
| School origin status            |                      |                    |                    |                    |                     |                      |                            |                             |
| Newly created                   | 744                  | 166,060            | 223.3              | 73.6               | 62.3                | 100.0                | (t)                        | (t)                         |
| Pre-existing public             | 166                  | 83,811             | 503.4              | 16.5               | 31.4                | (t)                  | 100.0                      | (t)                         |
| Pre-existing private            | 100                  | 16,849             | 168.9              | 9.9                | 6.3                 | (t)                  | (t)                        | 100.0                       |
| Percent minority enrollment     |                      |                    |                    |                    |                     |                      |                            |                             |
| Less than 10                    | 180                  | 41,115             | 228.1              | 18.1               | 15.8                | 72.9                 | 17.7                       | 9.4                         |
| 10–24                           | 187                  | 41,647             | 222.9              | 18.8               | 16.0                | 71.3                 | 18.7                       | 10.0                        |
| 25–49                           | 141                  | 40,377             | 285.5              | 14.2               | 15.5                | 75.6                 | 13.8                       | 10.6                        |
| 50–75                           | 136                  | 36,986             | 271.7              | 13.7               | 14.2                | 70.3                 | 22.0                       | 7.8                         |
| More than 75                    | 349                  | 99,878             | 286.0              | 35.1               | 38.4                | 76.2                 | 13.4                       | 10.4                        |

(t) Not applicable.

NOTE: Public charter schools include all public charter schools open as of the 1998–99 school year and still operating in the 1999–2000 school year. Public charter schools that first opened in the 1999–2000 school year, or later, are not included in these data. Percentages may not add to 100.0 due to rounding.

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

## Public Charter Schools

**Table 30-2** Number and percentage distribution of public schools according to school level and type, by selected school characteristics: 1999–2000

| Selected school characteristics                              | Elementary                 |                        | Secondary and combined     |                        |
|--|----------------------------|------------------------|----------------------------|------------------------|
|  | Traditional public schools | Public charter schools | Traditional public schools | Public charter schools |
| Number of schools  | 59,904                     | 586                    | 23,821                     | 424                    |
| Race/ethnicity of students                                   |                            |                        |                            |                        |
| White  | 61.4                       | 44.7                   | 66.6                       | 48.9                   |
| Black  | 18.1                       | 31.0                   | 15.0                       | 21.8                   |
| Hispanic   | 15.7                       | 19.5                   | 13.3                       | 22.7                   |
| Asian/Pacific Islander                                       | 3.6                        | 3.3                    | 3.9                        | 3.1                    |
| American Indian/Alaska Native                                | 1.2                        | 1.5                    | 1.2                        | 3.5                    |
| Percent minority enrollment                                  |                            |                        |                            |                        |
| Less than 10   | 37.4                       | 18.8                   | 42.3                       | 17.2                   |
| 10–24  | 16.3                       | 18.5                   | 17.9                       | 19.2                   |
| 25–49  | 16.7                       | 13.2                   | 14.9                       | 15.7                   |
| 50–75  | 12.2                       | 12.9                   | 10.9                       | 14.8                   |
| More than 75   | 17.4                       | 36.6                   | 14.0                       | 33.1                   |
| Percent of students eligible for free or reduced-price lunch |                            |                        |                            |                        |
| Less than 15   | 21.1                       | 30.9                   | 31.3                       | 29.8                   |
| 15–29  | 18.6                       | 11.0                   | 20.0                       | 9.8                    |
| 30–49  | 21.8                       | 16.6                   | 20.3                       | 16.8                   |
| 50–74  | 19.9                       | 14.1                   | 14.7                       | 19.9                   |
| 75–100   | 18.7                       | 27.4                   | 13.7                       | 23.7                   |

NOTE: Public charter schools include all public charter schools open as of the 1998–99 school year and still operating in the 1999–2000 school year. Public charter schools that first opened in the 1999–2000 school year, or later, are not included in these data. Percentages may not add to 100.0 due to rounding.

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

## Public Charter Schools

Table 30-3 Percentage of public school teachers according to school level and type, by teacher characteristics: 1999–2000

| Teacher characteristics   | Elementary                 |                        | Secondary and combined     |                        |
|---|----------------------------|------------------------|----------------------------|------------------------|
|   | Traditional public schools | Public charter schools | Traditional public schools | Public charter schools |
| <b>Race/ethnicity</b>   |                            |                        |                            |                        |
| White   | 83.5                       | 75.4                   | 85.9                       | 77.7                   |
| Black   | 8.0                        | 12.8                   | 6.7                        | 10.5                   |
| Hispanic  | 6.0                        | 8.5                    | 5.0                        | 7.7                    |
| Asian/Pacific Islander  | 1.7                        | 2.6                    | 1.4                        | 2.3                    |
| American Indian/Alaskan Native  | 0.8                        | 0.8                    | 1.0                        | 1.7                    |
| <b>Years of teaching experience</b>   |                            |                        |                            |                        |
| 3 or fewer  | 23.2                       | 48.3                   | 23.8                       | 52.8                   |
| 4–9   | 33.7                       | 34.3                   | 34.8                       | 31.2                   |
| 10–19   | 38.8                       | 16.6                   | 37.1                       | 14.7                   |
| 20 or more  | 4.3                        | 0.8                    | 4.3                        | 1.3                    |
| <b>Among teachers who taught the following subjects, percent who majored at the undergraduate or graduate levels in:</b>  |                            |                        |                            |                        |
| Elementary education  | 74.8                       | 61.9                   | 78.9                       | 51.8                   |
| Mathematics   | 18.7                       | 25.2                   | 61.8                       | 40.7                   |
| Science   | 27.9                       | 47.9                   | 70.8                       | 62.1                   |
| Life science  | 27.6                       | 27.3                   | 54.9                       | 45.0                   |
| Social studies/history  | 33.5                       | 48.9                   | 70.5                       | 65.8                   |
| English/language arts   | 28.7                       | 37.2                   | 64.7                       | 46.9                   |
| Foreign languages   | 36.8                       | 28.1                   | 55.8                       | 30.7                   |
| <b>Percent of teachers who somewhat agreed or strongly agreed with the following statements:*</b>   |                            |                        |                            |                        |
| The level of student misbehavior in this school (such as noise, horseplay, or fighting in the halls, cafeteria, or student lounge) interferes with my teaching. | 40.7                       | 43.3                   | 40.9                       | 43.8                   |
| The amount of student tardiness and class cutting in this school interferes with my teaching.   | 24.5                       | 32.2                   | 42.5                       | 38.1                   |
| Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.                                | 71.2                       | 70.4                   | 46.8                       | 63.9                   |

\*Teachers were given four choices for these questions: "strongly agree," "somewhat agree," "somewhat disagree," and "strongly disagree." Note that the first two questions are about negative perceptions (hence a lower percentage is desirable), while the third is about a positive perception (hence a higher percentage is desirable).

NOTE: Public charter schools include all public charter schools open as of the 1998–99 school year and still operating in the 1999–2000 school year, or later, are not included in these data.

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

## Public Charter Schools

**Table 30-4** Percentage of public schools according to school level and type, by parental involvement and selected programs and services: 1999–2000

| School characteristics  | Elementary                 |                        | Secondary and combined     |                        |
|---|----------------------------|------------------------|----------------------------|------------------------|
|   | Traditional public schools | Public charter schools | Traditional public schools | Public charter schools |
| <b>Number of schools</b>  | <b>59,904</b>              | <b>586</b>             | <b>23,821</b>              | <b>424</b>             |
| Parental involvement  |                            |                        |                            |                        |
| More than half of parents participated in:                      |                            |                        |                            |                        |
| Parent-teacher conferences                                      | 71.7                       | 79.8                   | 29.8                       | 36.7                   |
| Written parent-school contracts                                 | 30.4                       | 54.3                   | 17.6                       | 41.6                   |
| Instructional issues  | 3.4                        | 12.0                   | 1.6                        | 3.9                    |
| Governance  | 1.5                        | 8.9                    | 0.8                        | 3.3                    |
| Programs and services   |                            |                        |                            |                        |
| Programs with special instructional approaches                  | 17.6                       | 51.9                   | 24.9                       | 59.0                   |
| Talented/gifted program   | 71.5                       | 32.8                   | 60.3                       | 31.3                   |
| Immersion in a foreign language program                         | 11.0                       | 13.5                   | 16.7                       | 13.6                   |
| A program for students with discipline or adjustment problems   | 44.0                       | 37.9                   | 60.8                       | 56.2                   |
| Extended day or before-school or after-school day care programs | 46.3                       | 62.9                   | 13.9                       | 28.7                   |
| Advanced Placement (AP) Courses                                 | (†)                        | (†)                    | 51.2                       | 30.5                   |
| International Baccalaureate (IB)                                | (†)                        | (†)                    | 2.1                        | 1.4                    |
| Specialized career academy                                      | (†)                        | (†)                    | 20.5                       | 28.3                   |
| Specialized Tech-Prep program(s)                                | (†)                        | (†)                    | 41.6                       | 20.3                   |

†Not applicable.

NOTE: Public charter schools include all public charter schools open as of the 1998–99 school year and still operating in the 1999–2000 school year. Public charter schools that first opened in the 1999–2000 school year, or later, are not included in these data.

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

## Academic Background of College Graduates Who Enter and Leave Teaching

Table 31-1 Percentage distributions of 1992–93 bachelor's degree recipients according to availability of scores and the quartile ranking of their college entrance examination score, by graduate characteristics: 1997

| Graduate characteristics                                   | Total        | Graduates with scores available <sup>1</sup> | Of graduates with scores available, percentage whose scores ranked in the |             |              |
|--|--------------|--|---|-------------|--------------|
|  |              |  | Bottom quartile   | Middle half | Top quartile |
| <b>Status in teacher pipeline by 1997<sup>2</sup></b>      | <b>100.0</b> |  |   |             |              |
| Pipeline-eligible, but did not enter pipeline <sup>2</sup> | 63.7         | 63.8   | 59.0  | 64.2        | 67.7         |
| Considered teaching or applied to teach                    | 19.2         | 18.7   | 20.8  | 17.5        | 19.3         |
| Prepared but had not taught <sup>3</sup>                   | 4.5          | 4.6  | 5.7   | 4.7         | 3.2          |
| Had taught   | 12.7         | 12.9   | 14.5  | 13.7        | 9.8          |
| Had taught but not prepared <sup>3</sup>                   | 2.5          | 2.6  | 2.3   | 2.2         | 3.8          |
| Prepared and had taught <sup>3</sup>                       | 10.1         | 10.3   | 12.2  | 11.5        | 6.0          |
| <b>Employment expectations in next 3 years</b>             | <b>100.0</b> |  |   |             |              |
| Teaching full time   | 7.6          | 7.6  | 10.1  | 7.9         | 4.4          |
| Nonteaching full-time work                                 | 83.7         | 84.2   | 83.0  | 83.8        | 86.1         |
| Not working full time                                      | 8.8          | 8.3  | 7.0   | 8.3         | 9.5          |
| <b>Baccalaureate major</b>                                 | <b>100.0</b> |  |   |             |              |
| Education  | 11.7         | 12.2   | 14.7  | 13.4        | 7.2          |
| Business/management  | 25.2         | 23.9   | 25.9  | 25.8        | 17.8         |
| Humanities   | 9.8          | 10.2   | 9.0   | 9.3         | 13.4         |
| Mathematics/computer/natural sciences                      | 19.6         | 20.8   | 11.6  | 19.6        | 32.4         |
| Social science   | 15.2         | 15.6   | 15.2  | 15.3        | 16.8         |
| Other  | 18.4         | 17.3   | 23.6  | 16.7        | 12.4         |

<sup>1</sup>Includes SAT scores, institution, or self-reported SAT scores. When SAT scores were not available, ACT scores were used. See the glossary for details.

<sup>2</sup>The "teacher pipeline" is an analytic framework that organizes graduates by the number of steps they have taken to become teachers. "Pipeline-eligible" refers to all graduates who were not teachers before receiving their bachelor's degree. "Entering the pipeline" refers to taking some steps to become a teacher.

<sup>3</sup>Graduates classified as "prepared to teach" had completed a student-teaching assignment or had earned a teaching certificate.

NOTE: Excludes graduates who had already been teachers before receiving their bachelor's degree in 1992–93. SAT/ACT scores were available for 77 percent of these graduates. The similarity of the distributions for graduates with available scores and total graduates suggests that there is little or no resulting bias from unavailable scores. Percentages may not add to 100.0 due to rounding.

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

## Academic Background of College Graduates Who Enter and Leave Teaching

**Table 31-2** Percentage distributions of 1992–93 bachelor's degree recipients who taught in elementary or secondary schools before 1997 according to availability of scores and the quartile ranking of their college entrance examination score, by selected characteristics of teachers' careers: 1997

| Characteristics of K–12 teachers' careers   | Total        | Graduates with scores available* | Of graduates with scores available, percentage whose scores ranked in the |             |              |
|---|--------------|----------------------------------|---|-------------|--------------|
|   |              |                                  | Bottom quartile   | Middle half | Top quartile |
| <b>By 1997 had taught</b>   | <b>100.0</b> |                                  |   |             |              |
| Only in public schools  | 83.2         | 81.5                             | 84.6  | 84.0        | 69.4         |
| Only in private schools   | 13.1         | 14.4                             | 10.4  | 12.5        | 25.9         |
| Both in public and private schools  | 3.8          | 4.0                              | 4.9   | 3.4         | 4.7          |
| <b>By 1997 had taught</b>   | <b>100.0</b> |                                  |   |             |              |
| Only in elementary school(s)  | 52.3         | 51.2                             | 57.9  | 51.5        | 40.3         |
| Only in secondary school(s)   | 30.7         | 31.4                             | 28.2  | 29.0        | 44.0         |
| Only in combined school(s)  | 4.5          | 4.9                              | 3.8   | 5.5         | 4.6          |
| In a mix of these school levels   | 12.4         | 12.5                             | 10.2  | 14.0        | 11.1         |
| <b>Had taught most recently in</b>  | <b>100.0</b> |                                  |   |             |              |
| Central city  | 33.3         | 32.6                             | 34.0  | 30.5        | 37.3         |
| Urban fringe or large town  | 28.4         | 28.7                             | 24.9  | 31.1        | 26.6         |
| Small town or rural area  | 38.3         | 38.7                             | 41.1  | 38.4        | 36.1         |
| <b>Had taught most recently at school with enrollment of</b>                                      | <b>100.0</b> |                                  |   |             |              |
| Less than 300   | 18.2         | 17.5                             | 18.6  | 16.8        | 18.3         |
| 300–999   | 63.9         | 64.3                             | 62.8  | 68.9        | 51.5         |
| 1,000 or more   | 17.9         | 18.1                             | 18.6  | 14.4        | 30.2         |
| <b>Had taught most recently at school with minority enrollment of</b>                             | <b>100.0</b> |                                  |   |             |              |
| Less than 10 percent  | 31.3         | 30.8                             | 25.9  | 31.3        | 36.6         |
| 10–24 percent   | 18.6         | 18.0                             | 18.8  | 17.0        | 20.7         |
| 25–49 percent   | 17.8         | 19.1                             | 21.5  | 17.8        | 20.2         |
| 50–75 percent   | 15.7         | 17.4                             | 18.2  | 19.0        | 10.1         |
| More than 75 percent  | 16.7         | 14.7                             | 15.6  | 14.9        | 12.4         |
| <b>Had taught most recently at school with percentage of students in the school lunch program</b> | <b>100.0</b> |                                  |   |             |              |
| Less than 15 percent  | 27.2         | 30.7                             | 27.9  | 29.9        | 40.5         |
| 15–29 percent   | 25.1         | 24.4                             | 18.9  | 27.5        | 23.3         |
| 30–49 percent   | 22.0         | 21.2                             | 22.7  | 19.2        | 26.3         |
| 50–74 percent   | 14.5         | 14.8                             | 15.6  | 16.7        | 4.3          |
| 75–100 percent  | 11.2         | 9.1                              | 14.9  | 6.8         | 5.7          |
| <b>Teaching status in 1997</b>  | <b>100.0</b> |                                  |   |             |              |
| Still teaching  | 79.4         | 78.4                             | 83.9  | 79.4        | 67.9         |
| No longer teaching  | 20.7         | 21.6                             | 16.1  | 20.6        | 32.1         |

\*Includes SAT scores, institution, or self-reported SAT scores. When SAT scores not were available, ACT scores were used. See the glossary for details.

NOTE: Excludes graduates who had already been teachers before receiving their bachelor's degree in 1992–93. SAT/ACT scores were available for 77 percent of these graduates. The similarity of the distributions for graduates with available scores and total graduates suggests that there is little or no resulting bias from unavailable scores. Percentages may not add to 100.0 due to rounding.

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

## Academic Background of College Graduates Who Enter and Leave Teaching

**Table 31-3** Percentage distribution of all 1992–93 bachelor's degree recipients and those who taught in elementary or secondary schools before 1997 according to whether their college entrance examination scores were available, and the percentage whose available scores were in the top half of their peer group, by selected characteristics of teachers' careers: 1997

| Characteristics of K–12 teachers' careers   | Of all graduates, percentage with scores* |           | Top half |
|---|---|-----------|----------|
|   | Unavailable                               | Available |          |
| Total of all 1992–93 graduates  | 20.4                                      | 79.6      | 49.6     |
| <b>By 1997 had taught</b>   |   |           |          |
| Only in public schools  | 20.2                                      | 79.8      | 40.9     |
| Only in private schools   | 10.1                                      | 89.9      | 53.0     |
| Both in public and private schools  | 12.9                                      | 87.1      | 41.3     |
| <b>By 1997 had taught</b>   |   |           |          |
| Only in elementary school(s)  | 20.0                                      | 80.0      | 34.5     |
| Only in secondary school(s)   | 16.5                                      | 83.6      | 52.9     |
| Only in combined school(s)  | 11.6                                      | 88.4      | 43.0     |
| In a mix of these school levels   | 17.3                                      | 82.7      | 47.5     |
| <b>Had taught most recently in</b>  |   |           |          |
| Central city  | 20.2                                      | 79.8      | 40.0     |
| Urban fringe or large town  | 17.3                                      | 82.7      | 43.5     |
| Small town or rural area  | 17.6                                      | 82.4      | 43.1     |
| <b>Had taught most recently at school with enrollment of</b>                                      |   |           |          |
| Less than 300   | 21.7                                      | 78.3      | 46.8     |
| 300–999   | 18.1                                      | 81.9      | 37.7     |
| 1,000 or more   | 17.4                                      | 82.6      | 51.3     |
| <b>Had taught most recently at school with minority enrollment of</b>                             |   |           |          |
| Less than 10 percent  | 21.5                                      | 78.5      | 45.4     |
| 10–24 percent   | 22.4                                      | 77.6      | 37.7     |
| 25–49 percent   | 13.9                                      | 86.1      | 41.1     |
| 50–75 percent   | 11.3                                      | 88.7      | 39.6     |
| More than 75 percent  | 30.0                                      | 70.0      | 40.0     |
| <b>Had taught most recently at school with percentage of students in the school lunch program</b> |   |           |          |
| Less than 15 percent  | 9.2                                       | 90.8      | 42.6     |
| 15–29 percent   | 23.4                                      | 76.6      | 45.2     |
| 30–49 percent   | 23.9                                      | 76.2      | 32.9     |
| 50–74 percent   | 18.1                                      | 81.9      | 41.5     |
| 75–100 percent  | 36.8                                      | 63.2      | 26.8     |
| <b>Teaching status in 1997</b>  |   |           |          |
| Still teaching  | 17.3                                      | 82.7      | 39.9     |
| No longer teaching  | 12.6                                      | 87.4      | 54.1     |

\*Includes SAT scores, institution, or self-reported SAT scores. When SAT scores were not available, ACT scores were used. See the glossary for details.

NOTE: Excludes graduates who had already been teachers before receiving their bachelor's degree in 1992–93. Percentages may not add to 100.0 due to rounding.

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

## Educational Background of Teachers

**Table 32-1** Percentage distributions of full-time public and private school teachers who held various degrees, by teacher and school characteristics: 1999–2000

| Teacher and school characteristics                           | Public                      |                   |                 |                             | Private                     |                   |                 |                             |
|--|-----------------------------|-------------------|-----------------|-----------------------------|-----------------------------|-------------------|-----------------|-----------------------------|
|  | Less than bachelor's degree | Bachelor's degree | Master's degree | Higher than master's degree | Less than bachelor's degree | Bachelor's degree | Master's degree | Higher than master's degree |
| Total*   | 0.6                         | 52.6              | 41.3            | 5.4                         | 6.3                         | 59.8              | 30.0            | 4.1                         |
| Years of teaching experience                                 |                             |                   |                 |                             |                             |                   |                 |                             |
| 3 or fewer   | 0.9                         | 79.8              | 17.3            | 2.0                         | 10.5                        | 71.5              | 15.4            | 2.6                         |
| 4–9  | 0.6                         | 62.5              | 33.6            | 3.3                         | 7.7                         | 63.7              | 24.0            | 4.6                         |
| 10–19  | 0.8                         | 47.4              | 45.9            | 5.9                         | 4.8                         | 57.8              | 34.1            | 3.3                         |
| 20 or more   | 0.4                         | 37.6              | 54.0            | 8.0                         | 2.3                         | 46.7              | 45.3            | 5.7                         |
| Race/ethnicity   |                             |                   |                 |                             |                             |                   |                 |                             |
| White  | 0.6                         | 51.7              | 42.5            | 5.2                         | 5.3                         | 60.1              | 30.6            | 4.1                         |
| Black  | 0.8                         | 52.0              | 39.9            | 7.3                         | 18.2                        | 64.1              | 15.8            | 1.8                         |
| Hispanic   | 0.7                         | 65.8              | 28.6            | 4.9                         | 10.6                        | 54.5              | 30.5            | 4.4                         |
| Asian/Pacific Islander                                       | 0.1                         | 56.1              | 32.9            | 10.9                        | 7.7                         | 54.2              | 32.1            | 6.1                         |
| American Indian/Alaska Native                                | 1.2                         | 57.4              | 36.8            | 4.6                         | 32.0                        | 44.4              | 19.2            | 4.4                         |
| School level   |                             |                   |                 |                             |                             |                   |                 |                             |
| Elementary   | 0.2                         | 54.7              | 40.0            | 5.1                         | 5.6                         | 68.1              | 23.3            | 3.1                         |
| Combined   | 1.0                         | 50.4              | 42.5            | 6.1                         | 8.8                         | 54.1              | 32.1            | 5.0                         |
| Secondary  | 1.5                         | 48.9              | 43.8            | 5.9                         | 3.8                         | 48.8              | 42.4            | 5.0                         |
| Enrollment   |                             |                   |                 |                             |                             |                   |                 |                             |
| Less than 300  | 0.6                         | 62.3              | 33.6            | 3.6                         | 9.4                         | 61.7              | 25.8            | 3.2                         |
| 300–999  | 0.5                         | 53.7              | 40.6            | 5.2                         | 1.9                         | 60.9              | 32.1            | 5.2                         |
| 1,000 or more  | 1.02                        | 46.7              | 45.9            | 6.4                         | 1.1                         | 39.8              | 55.0            | 4.0                         |
| Region   |                             |                   |                 |                             |                             |                   |                 |                             |
| Northeast  | 0.7                         | 38.9              | 53.1            | 7.4                         | 4.1                         | 49.8              | 40.3            | 5.8                         |
| Midwest  | 0.3                         | 50.7              | 45.4            | 3.7                         | 4.4                         | 66.3              | 27.1            | 2.2                         |
| South  | 0.9                         | 59.0              | 35.1            | 5.1                         | 8.6                         | 60.6              | 27.3            | 3.6                         |
| West   | 0.6                         | 57.8              | 35.7            | 6.0                         | 4.9                         | 63.9              | 26.1            | 5.1                         |
| Percent minority enrollment                                  |                             |                   |                 |                             |                             |                   |                 |                             |
| Less than 10   | 0.6                         | 50.0              | 44.5            | 5.0                         | 6.6                         | 61.1              | 29.3            | 3.1                         |
| 10–24  | 0.6                         | 52.2              | 42.2            | 5.0                         | 3.7                         | 58.3              | 32.8            | 5.2                         |
| 25–49  | 0.8                         | 54.7              | 39.3            | 5.2                         | 6.7                         | 60.5              | 26.5            | 6.3                         |
| 50–75  | 0.6                         | 56.2              | 37.4            | 5.8                         | 7.7                         | 51.5              | 36.2            | 4.5                         |
| More than 75   | 0.7                         | 54.9              | 37.7            | 6.7                         | 9.8                         | 58.2              | 27.2            | 4.8                         |
| Percent of students eligible for free or reduced-price lunch |                             |                   |                 |                             |                             |                   |                 |                             |
| Less than 15   | 0.7                         | 46.9              | 46.5            | 5.8                         | (#)                         | (#)               | (#)             | (#)                         |
| 15–29  | 0.4                         | 53.3              | 41.4            | 4.9                         | (#)                         | (#)               | (#)             | (#)                         |
| 30–49  | 0.8                         | 56.5              | 37.6            | 5.1                         | (#)                         | (#)               | (#)             | (#)                         |
| 50–74  | 0.4                         | 57.1              | 37.8            | 4.6                         | (#)                         | (#)               | (#)             | (#)                         |
| 75–100   | 0.7                         | 55.6              | 37.5            | 6.3                         | (#)                         | (#)               | (#)             | (#)                         |
| Percent of students with limited English proficiency         |                             |                   |                 |                             |                             |                   |                 |                             |
| Less than 1  | 0.7                         | 51.6              | 42.5            | 5.2                         | 6.2                         | 60.1              | 29.9            | 3.9                         |
| 1–10   | 0.6                         | 52.5              | 41.4            | 5.6                         | 4.7                         | 58.6              | 32.9            | 3.8                         |
| More than 10   | 0.6                         | 57.1              | 36.4            | 5.9                         | 16.7                        | 48.7              | 22.0            | 12.6                        |

#Too few sample cases to report.

\*Includes full-time public school teachers who taught grades 1–12 whose main teaching assignment was in English/language arts, social studies/social sciences, foreign language, mathematics, or science, or who taught in a self-contained classroom.

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

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

## Educational Background of Teachers

Table 32-2 Number and percentage distribution of full-time elementary public and private school teachers according to undergraduate and graduate majors in various fields of study, by teacher characteristics: 1999–2000

| Teacher characteristics              | Number of teachers | Major field of study |  |             |                                |                              |
|--------------------------------------|--------------------|----------------------|--|-------------|--------------------------------|------------------------------|
|                                      |                    | Subject area         |  |             | General education <sup>2</sup> | Other education <sup>3</sup> |
|                                      |                    | Academic subject     | Specialization in education <sup>1</sup> | Total       |                                |                              |
| <b>Total</b>                         | <b>1,890,599</b>   | <b>23.6</b>          | <b>18.0</b>                              | <b>41.7</b> | <b>45.4</b>                    | <b>13.0</b>                  |
| For undergraduate or graduate degree |                    |                      |  |             |                                |                              |
| School where currently teaching      |                    |                      |  |             |                                |                              |
| Public                               | 1,726,366          | 23.0                 | 18.5                                     | 41.5        | 44.8                           | 13.7                         |
| Private                              | 164,232            | 29.7                 | 13.2                                     | 42.9        | 51.9                           | 5.2                          |
| Years of teaching experience         |                    |                      |  |             |                                |                              |
| 3 or fewer                           | 309,704            | 31.7                 | 12.3                                     | 44.0        | 48.3                           | 7.7                          |
| 4–9                                  | 436,842            | 27.5                 | 16.3                                     | 43.8        | 43.8                           | 12.5                         |
| 10–19                                | 502,456            | 21.7                 | 19.5                                     | 41.2        | 42.9                           | 15.9                         |
| 20 or more                           | 641,597            | 18.6                 | 20.9                                     | 39.5        | 47.0                           | 13.6                         |
| <b>Total</b>                         | <b>1,882,786</b>   | <b>22.4</b>          | <b>14.6</b>                              | <b>37.0</b> | <b>56.7</b>                    | <b>6.3</b>                   |
| For undergraduate degree             |                    |                      |  |             |                                |                              |
| School where currently teaching      |                    |                      |  |             |                                |                              |
| Public                               | 1,719,233          | 21.8                 | 14.9                                     | 36.7        | 56.6                           | 6.7                          |
| Private                              | 163,553            | 28.4                 | 12.3                                     | 40.7        | 57.1                           | 2.2                          |
| Years of teaching experience         |                    |                      |  |             |                                |                              |
| 3 or fewer                           | 308,556            | 31.6                 | 12.0                                     | 43.6        | 50.3                           | 6.1                          |
| 4–9                                  | 433,725            | 26.9                 | 13.6                                     | 40.5        | 53.0                           | 6.5                          |
| 10–19                                | 500,368            | 20.1                 | 15.1                                     | 35.2        | 57.2                           | 7.6                          |
| 20 or more                           | 640,137            | 16.6                 | 16.2                                     | 32.9        | 61.9                           | 5.3                          |
| <b>Total</b>                         | <b>796,767</b>     | <b>7.4</b>           | <b>19.8</b>                              | <b>27.1</b> | <b>39.0</b>                    | <b>33.8</b>                  |
| For graduate degree                  |                    |                      |  |             |                                |                              |
| School where currently teaching      |                    |                      |  |             |                                |                              |
| Public                               | 753,359            | 6.8                  | 20.0                                     | 26.8        | 38.9                           | 34.3                         |
| Private                              | 43,408             | 16.9                 | 16.1                                     | 33.0        | 41.4                           | 25.6                         |
| Years of teaching experience         |                    |                      |  |             |                                |                              |
| 3 or fewer                           | 49,518             | 11.8                 | 14.6                                     | 26.4        | 42.1                           | 31.6                         |
| 4–9                                  | 145,959            | 8.3                  | 19.7                                     | 28.0        | 34.9                           | 37.1                         |
| 10–19                                | 239,291            | 7.6                  | 20.4                                     | 28.0        | 34.8                           | 37.3                         |
| 20 or more                           | 361,999            | 6.3                  | 20.1                                     | 26.3        | 43.1                           | 30.6                         |

<sup>1</sup>“Subject area specialization in education” is the study of methods for teaching an academic field, such as mathematics education.

<sup>2</sup>“General education” includes the following fields: pre-elementary and early childhood education; elementary education; and secondary education.

<sup>3</sup>Examples of “other education” fields are special education, curriculum and instruction, and educational administration.

NOTE: Teachers who held both undergraduate and graduate degrees were included in both of the degree categories, “For undergraduate” and “For graduate.” However, with the “For undergraduate or graduate” category, teachers with more than one major or degree were counted only once. Majors/degrees were counted in the following order: academic field, subject area specialization in education, other education, and general education. Percentages may not add to 100.0 due to rounding.

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

## Educational Background of Teachers

**Table 32-3** Number and percentage distribution of full-time secondary public and private school teachers according to undergraduate and graduate majors in various fields of study, by teacher characteristics: 1999–2000

| Teacher characteristics              | Number of teachers | Major field of study |  |             |                                |                              |
|--------------------------------------|--------------------|----------------------|--|-------------|--------------------------------|------------------------------|
|                                      |                    | Subject area         |  |             | General education <sup>2</sup> | Other education <sup>3</sup> |
|                                      |                    | Academic subject     | Specialization in education <sup>1</sup> | Total       |                                |                              |
| <b>Total</b>                         | <b>956,567</b>     | <b>48.8</b>          | <b>38.3</b>                              | <b>87.0</b> | <b>6.6</b>                     | <b>6.4</b>                   |
| For undergraduate or graduate degree |                    |                      |  |             |                                |                              |
| School where currently teaching      |                    |                      |  |             |                                |                              |
| Public                               | 895,358            | 47.4                 | 39.3                                     | 86.7        | 6.7                            | 6.7                          |
| Private                              | 61,209             | 68.8                 | 23.6                                     | 92.4        | 5.0                            | 2.7                          |
| Years of teaching experience         |                    |                      |  |             |                                |                              |
| 3 or fewer                           | 149,050            | 58.1                 | 29.1                                     | 87.3        | 7.9                            | 4.8                          |
| 4–9                                  | 218,302            | 53.1                 | 34.3                                     | 87.4        | 6.4                            | 6.2                          |
| 10–19                                | 233,765            | 46.7                 | 39.0                                     | 85.7        | 6.7                            | 7.6                          |
| 20 or more                           | 355,450            | 43.5                 | 44.1                                     | 87.6        | 6.0                            | 6.4                          |
| <b>Total</b>                         | <b>951,527</b>     | <b>46.1</b>          | <b>39.4</b>                              | <b>85.4</b> | <b>10.0</b>                    | <b>4.6</b>                   |
| For undergraduate degree             |                    |                      |  |             |                                |                              |
| School where currently teaching      |                    |                      |  |             |                                |                              |
| Public                               | 890,557            | 44.7                 | 40.4                                     | 85.2        | 10.1                           | 4.8                          |
| Private                              | 60,949             | 65.4                 | 23.4                                     | 88.8        | 9.1                            | 2.2                          |
| Years of teaching experience         |                    |                      |  |             |                                |                              |
| 3 or fewer                           | 148,472            | 57.5                 | 29.5                                     | 87.0        | 8.3                            | 4.7                          |
| 4–9                                  | 217,201            | 51.4                 | 35.0                                     | 86.4        | 8.9                            | 4.6                          |
| 10–19                                | 232,012            | 43.6                 | 40.2                                     | 83.8        | 10.7                           | 5.6                          |
| 20 or more                           | 353,842            | 39.6                 | 45.6                                     | 85.2        | 10.9                           | 3.9                          |
| <b>Total</b>                         | <b>463,121</b>     | <b>23.8</b>          | <b>31.3</b>                              | <b>55.0</b> | <b>14.7</b>                    | <b>30.3</b>                  |
| For graduate degree                  |                    |                      |  |             |                                |                              |
| School where currently teaching      |                    |                      |  |             |                                |                              |
| Public                               | 432,677            | 22.1                 | 31.3                                     | 53.5        | 15.1                           | 31.5                         |
| Private                              | 30,444             | 46.7                 | 30.4                                     | 77.1        | 8.8                            | 14.1                         |
| Years of teaching experience         |                    |                      |  |             |                                |                              |
| 3 or fewer                           | 31,631             | 33.1                 | 30.4                                     | 63.4        | 17.5                           | 19.1                         |
| 4–9                                  | 81,650             | 23.9                 | 27.5                                     | 51.4        | 14.8                           | 33.8                         |
| 10–19                                | 120,648            | 22.2                 | 30.6                                     | 52.7        | 13.8                           | 33.5                         |
| 20 or more                           | 229,192            | 23.2                 | 33.1                                     | 56.3        | 14.7                           | 28.9                         |

<sup>1</sup>“Subject area specialization in education” is the study of methods for teaching an academic field, such as mathematics education.

<sup>2</sup>“General education” includes the following fields: pre-elementary and early childhood education; elementary education; and secondary education.

<sup>3</sup>Examples of “other education” fields are special education, curriculum and instruction, and educational administration.

NOTE: Teachers who held both undergraduate and graduate degrees were included in both of the degree categories, “For undergraduate” and “For graduate.” However, with the “For undergraduate or graduate” category, teachers with more than one major or degree were counted only once. Majors/degrees were counted in the following order: academic field, subject area specialization in education, other education, and general education. Percentages may not add to 100.0 due to rounding.

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

## Participation in Professional Development

**Table 33-1** Percentage of public school teachers who participated in professional development activities in various content areas during the past 12 months, by focus of activity and hours of participation: 2000

| Focus of professional development activity                              | Total participating in activity | Hours of participation |      |              |
|---|---------------------------------|------------------------|------|--------------|
|   |                                 | 1–8                    | 9–32 | More than 32 |
| Teachers participating in any professional development activity         | 99                              | (f)                    | (f)  | (f)          |
| State or district curriculum and performance standards                  | 80                              | 46                     | 25   | 9            |
| Integration of educational technology in the grade or subject you teach | 74                              | 45                     | 21   | 8            |
| In-depth study in the subject area of your main teaching assignment     | 72                              | 31                     | 25   | 16           |
| New methods of teaching (e.g., cooperative learning)                    | 72                              | 43                     | 21   | 8            |
| Student performance assessment  | 62                              | 41                     | 16   | 5            |
| Addressing the needs of students with disabilities                      | 49                              | 36                     | 10   | 4            |
| Encouraging parental and community involvement                          | 46                              | 34                     | 8    | 4            |
| Classroom management, including student discipline                      | 45                              | 33                     | 9    | 3            |
| Addressing the needs of students from diverse cultural backgrounds      | 41                              | 29                     | 8    | 4            |
| Addressing the needs of students with limited English proficiency       | 26                              | 18                     | 5    | 3            |

†Some teachers participated in more than one activity with the same frequency.

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

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey on Professional Development and Training in U.S. Public Schools," FRSS 74, 1999–2000.

**Table 33-2** Percentage of public school teachers who participated in various collaborative activities during the past 12 months, by focus of activity and frequency of participation: 2000

| Focus of collaborative activity  | Total participating in activity | Frequency of participation |                      |              |                    |
|--|---------------------------------|----------------------------|----------------------|--------------|--------------------|
|  |                                 | At least once a week       | 2 to 3 times a month | Once a month | A few times a year |
| Teachers participating in any collaborative activity   | 92                              | (f)                        | (f)                  | (f)          | (f)                |
| Regularly scheduled collaboration with other teacher(s), excluding meetings held for administrative purposes | 69                              | 22                         | 12                   | 16           | 19                 |
| Networking with teachers outside the school  | 62                              | 6                          | 8                    | 12           | 36                 |
| Common planning periods for team teachers  | 53                              | 32                         | 7                    | 5            | 9                  |
| Individual or collaborative research on a topic of interest professionally                                   | 52                              | 10                         | 8                    | 9            | 24                 |
| Mentoring another teacher in a formal relationship   | 26                              | 11                         | 5                    | 3            | 7                  |
| Being mentored by another teacher in a formal relationship   | 23                              | 8                          | 3                    | 3            | 9                  |

†Some teachers participated in more than one activity with the same frequency.

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

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey on Professional Development and Training in U.S. Public Schools," FRSS 74, 1999–2000.

## Participation in Professional Development

**Table 33-3** Percentage of public school teachers indicating the extent to which participation in professional development activities in various content areas during the past 12 months improved their teaching, by focus of activity and hours of participation: 2000

| Focus of professional development activity                              | Improved classroom teaching |            |          |            |
|---|-----------------------------|------------|----------|------------|
|   | A lot                       | Moderately | Somewhat | Not at all |
| State or district curriculum and performance standards                  |                             |            |          |            |
| 1–8 hours   | 8                           | 33         | 45       | 14         |
| More than 8 hours   | 23                          | 39         | 30       | 9          |
| Integration of educational technology in the grade or subject you teach |                             |            |          |            |
| 1–8 hours   | 13                          | 38         | 42       | 7          |
| More than 8 hours   | 38                          | 38         | 20       | 3          |
| In-depth study in the subject area of your main teaching assignment     |                             |            |          |            |
| 1–8 hours   | 13                          | 45         | 37       | 4          |
| More than 8 hours   | 37                          | 43         | 19       | (#)        |
| New methods of teaching (e.g., cooperative learning)                    |                             |            |          |            |
| 1–8 hours   | 11                          | 41         | 43       | 6          |
| More than 8 hours   | 33                          | 43         | 22       | 2!         |
| Student performance assessment  |                             |            |          |            |
| 1–8 hours   | 11                          | 37         | 43       | 10         |
| More than 8 hours   | 26                          | 46         | 25       | 3!         |
| Addressing the needs of students with disabilities                      |                             |            |          |            |
| 1–8 hours   | 11                          | 33         | 49       | 7          |
| More than 8 hours   | 34                          | 41         | 23       | 2!         |
| Encouraging parental and community involvement                          |                             |            |          |            |
| 1–8 hours   | 7                           | 32         | 48       | 14         |
| More than 8 hours   | 28                          | 42         | 26       | 4!         |
| Classroom management, including student discipline                      |                             |            |          |            |
| 1–8 hours   | 10                          | 39         | 44       | 8          |
| More than 8 hours   | 33                          | 46         | 25       | 3!         |
| Addressing the needs of students from diverse cultural backgrounds      |                             |            |          |            |
| 1–8 hours   | 8                           | 31         | 51       | 10         |
| More than 8 hours   | 32                          | 44         | 21       | 3!         |
| Addressing the needs of students with limited English proficiency       |                             |            |          |            |
| 1–8 hours   | 8                           | 31         | 52       | 10         |
| More than 8 hours   | 34                          | 39         | 24       | 2!         |

#Too small to report.

!Interpret data with caution. Standard errors high relative to estimate.

NOTE: Percentages based on teachers participating in professional development activities, not all teachers. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. (2001). *Teacher Preparation and Professional Development: 2000* (NCES 2001–088).

## Participation in Professional Development

Table 33-4 Percentage of public school teachers indicating the extent to which participation in various collaborative activities during the past 12 months improved their teaching, by focus of activity and frequency of participation: 2000

| Focus of collaborative activity  | Improved classroom teaching |            |          |            |
|--|-----------------------------|------------|----------|------------|
|  | A lot                       | Moderately | Somewhat | Not at all |
| Regularly scheduled collaboration with other teacher(s), excluding meetings held for administrative purposes |                             |            |          |            |
| At least once a week   | 45                          | 34         | 18       | 2!         |
| 2 to 3 times a month   | 23                          | 50         | 26       | 2!         |
| Once a month   | 15                          | 35         | 45       | 5!         |
| A few times a year   | 7                           | 28         | 56       | 8          |
| Networking with teachers outside the school  |                             |            |          |            |
| At least once a week   | 42                          | 38         | 20       | 1!         |
| 2 to 3 times a month   | 33                          | 43         | 24       | 1!         |
| Once a month   | 26                          | 39         | 33       | 2          |
| A few times a year   | 12                          | 29         | 54       | 6          |
| Common planning periods for team teachers  |                             |            |          |            |
| At least once a week   | 45                          | 31         | 19       | 4          |
| 2 to 3 times a month   | 29                          | 53         | 15       | 4!         |
| Once a month   | 17!                         | 41         | 37       | 6!         |
| A few times a year   | 12!                         | 22         | 50       | 16         |
| Individual or collaborative research on a topic of interest professionally                                   |                             |            |          |            |
| At least once a week   | 57                          | 30         | 12       | 1!         |
| 2 to 3 times a month   | 39                          | 45         | 15       | (#)        |
| Once a month   | 26                          | 41         | 32       | 1!         |
| A few times a year   | 16                          | 32         | 47       | 4!         |
| Mentoring another teacher in a formal relationship   |                             |            |          |            |
| At least once a week   | 28                          | 39         | 26       | 7!         |
| 2 to 3 times a month   | 15                          | 36         | 38       | 11!        |
| Once a month   | 13!                         | 32         | 46       | 9!         |
| A few times a year   | 7!                          | 25         | 54       | 15         |
| Being mentored by another teacher in a formal relationship   |                             |            |          |            |
| At least once a week   | 66                          | 24         | 10       | (#)        |
| 2 to 3 times a month   | 38                          | 35         | 21!      | 5!         |
| Once a month   | 31                          | 37         | 28       | 3!         |
| A few times a year   | 11!                         | 27         | 45       | 17         |

#Too small to report.

!Interpret with caution. Standard errors high relative to estimate.

NOTE: Percentages based on teachers participating in collaborative activities, not all teachers. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. (2001). *Teacher Preparation and Professional Development: 2000* (NCES 2001-088).

## Student Victimization

**Table 34-1** Number and percentage of students ages 12–18 who reported criminal victimization at school, by student characteristics: 1999

| Student characteristic  | Number of students<br>(thousands) | Victimization    |                      |                       |
|-------------------------|-----------------------------------|------------------|----------------------|-----------------------|
|                         |                                   | Any <sup>1</sup> | Violent <sup>2</sup> | Property <sup>3</sup> |
| <b>Total</b>            | <b>24,614</b>                     | <b>12.2</b>      | <b>4.0</b>           | <b>7.7</b>            |
| Sex                     |                                   |                  |                      |                       |
| Male                    | 12,631                            | 12.6             | 4.5                  | 7.6                   |
| Female                  | 11,983                            | 11.8             | 3.5                  | 7.8                   |
| Race/ethnicity          |                                   |                  |                      |                       |
| White                   | 16,211                            | 11.6             | 3.6                  | 7.5                   |
| Black                   | 3,826                             | 17.0             | 5.8                  | 10.8                  |
| Hispanic                | 3,450                             | 10.0             | 4.0                  | 5.6                   |
| Other                   | 1,127                             | 11.6             | 3.4                  | 6.3                   |
| Grade level             |                                   |                  |                      |                       |
| 6–8                     | 10,181                            | 14.1             | 5.1                  | 8.4                   |
| 9–10                    | 7,516                             | 12.1             | 3.9                  | 8.2                   |
| 11–12                   | 6,918                             | 9.5              | 2.5                  | 6.2                   |
| Family household income |                                   |                  |                      |                       |
| Less than \$15,000      | 2,866                             | 13.6             | 5.2                  | 7.8                   |
| \$15,000–29,999         | 4,206                             | 12.8             | 5.1                  | 7.9                   |
| \$30,000–49,999         | 5,511                             | 12.2             | 4.0                  | 8.0                   |
| \$50,000–74,999         | 4,267                             | 13.5             | 4.3                  | 8.1                   |
| \$75,000 or more        | 4,267                             | 11.0             | 2.5                  | 8.0                   |
| Place of residence      |                                   |                  |                      |                       |
| Urban                   | 6,541                             | 12.7             | 3.9                  | 8.4                   |
| Suburban                | 12,936                            | 11.9             | 4.2                  | 7.4                   |
| Rural                   | 5,138                             | 12.3             | 3.7                  | 7.6                   |
| Type of school attended |                                   |                  |                      |                       |
| Public                  | 22,232                            | 12.6             | 4.4                  | 7.9                   |
| Private                 | 2,372                             | 8.5              | 0.4                  | 5.8                   |

<sup>1</sup> "Any victimization" is a combination of "violent victimization" and "property victimization." If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the any victimization category. Also, any victimization includes those students who reported being victimized but did not provide enough information about the victimization for it to be classified as violent or property.

<sup>2</sup> Violent victimization includes any physical attack (i.e., rape, sexual assault, robbery, or assault, including attempts and threats) or taking of property directly from a student using force, weapons, or threats at school.

<sup>3</sup> Property victimization includes theft of a student's property at school.

NOTE: Includes only 12- through 18-year-olds who were in primary or secondary education programs leading to a high school diploma. Details may not add to totals due to rounding and missing cases.

SOURCE: U.S. Department of Education, NCES. (forthcoming). *Are America's Schools Safe? Kids Speak Out* (NCES 2002–146).

## Student Victimization

Table 34-2 Number and percentage of students ages 12–18 who reported criminal victimization at school, by perception of conditions at school: 1999

| Student characteristic  | Number of students<br>(thousands) | Victimization    |                      |                       |
|---|-----------------------------------|------------------|----------------------|-----------------------|
|   |                                   | Any <sup>1</sup> | Violent <sup>2</sup> | Property <sup>3</sup> |
| <b>Total</b>  | <b>24,614</b>                     | <b>12.2</b>      | <b>4.0</b>           | <b>7.7</b>            |
| Student reports street gangs at school                        |                                   |                  |                      |                       |
| Yes   | 4,252                             | 18.4             | 8.4                  | 11.3                  |
| No  | 15,949                            | 10.8             | 2.8                  | 7.1                   |
| Do not know   | 3,908                             | 11.7             | 4.6                  | 6.9                   |
| Student reports knowing a student who brought a gun to school |                                   |                  |                      |                       |
| Yes   | 1,847                             | 20.1             | 9.8                  | 10.7                  |
| No  | 22,566                            | 11.6             | 3.5                  | 7.4                   |
| Student reports seeing a student with a gun at school         |                                   |                  |                      |                       |
| Yes   | 690                               | 24.3             | 10.7                 | 13.3                  |
| No  | 23,743                            | 11.9             | 3.8                  | 7.6                   |
| Do not know   | 27                                | (#)              | (#)                  | (#)                   |

#Too small to report.

<sup>1</sup>Any victimization" is a combination of "violent victimization" and "property victimization." If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the any victimization category. Also, any victimization includes those students who reported being victimized but did not provide enough information about the victimization for it to be classified as violent or property.

<sup>2</sup>Violent victimization includes any physical attack (i.e., rape, sexual assault, robbery, or assault, including attempts and threats) or taking of property directly from a student using force, weapons, or threats at school.

<sup>3</sup>Property victimization includes theft of a student's property at school.

NOTE: Includes only 12- through 18-year-olds who were in primary or secondary education programs leading to a high school diploma. Details may not add to totals due to rounding and missing cases.

SOURCE: U.S. Department of Education, NCES. (forthcoming). *Are America's Schools Safe? Kids Speak Out* (NCES 2002–146).

## Undergraduate Diversity

Table 35-1 Percentage distribution of undergraduates according to selected student characteristics, by institution type: 1999–2000

| Student characteristics              | Total <sup>1</sup> | 4-year total <sup>2</sup> | Public 4-year |              | Private not-for-profit |              | Public 2-year |
|--------------------------------------|--------------------|---------------------------|---------------|--------------|------------------------|--------------|---------------|
|                                      |                    |                           | Doctoral      | Nondoctoral  | Doctoral               | Nondoctoral  |               |
| <b>Total</b>                         | <b>100.0</b>       | <b>100.0</b>              | <b>100.0</b>  | <b>100.0</b> | <b>100.0</b>           | <b>100.0</b> | <b>100.0</b>  |
| <b>Sex</b>                           |                    |                           |               |              |                        |              |               |
| Male                                 | 43.7               | 44.7                      | 47.1          | 42.5         | 46.0                   | 41.4         | 43.7          |
| Female                               | 56.3               | 55.3                      | 52.9          | 57.5         | 54.0                   | 58.6         | 56.3          |
| <b>Race/ethnicity<sup>3</sup></b>    |                    |                           |               |              |                        |              |               |
| White                                | 68.5               | 71.6                      | 73.0          | 69.6         | 69.9                   | 72.2         | 67.2          |
| Black                                | 12.7               | 11.0                      | 10.3          | 12.9         | 10.9                   | 10.0         | 13.4          |
| Hispanic                             | 12.3               | 10.8                      | 8.7           | 12.1         | 11.0                   | 13.8         | 13.0          |
| Asian/Pacific Islander               | 5.5                | 5.9                       | 7.3           | 4.7          | 7.8                    | 2.7          | 5.1           |
| American Indian/Alaska Native        | 1.1                | 0.8                       | 0.7           | 0.8          | 0.5                    | 1.2          | 1.3           |
| <b>Age</b>                           |                    |                           |               |              |                        |              |               |
| 18 and under                         | 9.5                | 10.9                      | 10.8          | 10.0         | 14.0                   | 10.1         | 8.5           |
| 19–23                                | 47.7               | 58.3                      | 62.1          | 53.3         | 65.2                   | 51.8         | 36.6          |
| 24–29                                | 17.0               | 14.5                      | 15.5          | 16.7         | 9.0                    | 13.1         | 18.4          |
| 30–39                                | 13.9               | 9.4                       | 6.7           | 12.0         | 6.1                    | 14.1         | 18.5          |
| 40 and above                         | 11.9               | 6.9                       | 4.9           | 8.0          | 5.7                    | 10.9         | 17.9          |
| Average age                          | 26.4               | 24.2                      | 23.4          | 25.0         | 23.0                   | 25.7         | 28.9          |
| <b>Dependency status</b>             |                    |                           |               |              |                        |              |               |
| Dependent                            | 49.1               | 62.7                      | 66.0          | 56.3         | 73.4                   | 56.7         | 36.3          |
| Independent                          | 50.9               | 37.3                      | 34.0          | 43.7         | 26.6                   | 43.3         | 63.7          |
| <b>Respondent has dependents</b>     |                    |                           |               |              |                        |              |               |
| No                                   | 73.1               | 82.1                      | 85.3          | 77.5         | 87.3                   | 77.3         | 65.5          |
| Yes                                  | 26.9               | 18.0                      | 14.7          | 22.5         | 12.8                   | 22.7         | 34.5          |
| <b>Single parent<sup>4</sup></b>     |                    |                           |               |              |                        |              |               |
| No                                   | 86.7               | 91.0                      | 91.9          | 88.9         | 93.1                   | 90.2         | 83.6          |
| Yes                                  | 13.3               | 9.0                       | 8.1           | 11.1         | 6.9                    | 9.8          | 16.4          |
| <b>Employment<sup>5</sup></b>        |                    |                           |               |              |                        |              |               |
| Full-time                            | 39.3               | 26.4                      | 21.7          | 32.1         | 20.3                   | 33.8         | 53.8          |
| Part-time                            | 40.8               | 50.7                      | 53.9          | 47.7         | 52.4                   | 46.3         | 30.4          |
| Not working                          | 19.9               | 22.9                      | 24.4          | 20.3         | 27.3                   | 19.9         | 15.8          |
| <b>Disability status<sup>6</sup></b> |                    |                           |               |              |                        |              |               |
| No disability                        | 90.7               | 92.3                      | 92.5          | 91.8         | 93.9                   | 91.6         | 89.3          |
| Disability or difficulty             | 9.3                | 7.7                       | 7.5           | 8.2          | 6.1                    | 8.5          | 10.7          |
| <b>Citizenship</b>                   |                    |                           |               |              |                        |              |               |
| Citizens                             | 93.0               | 93.9                      | 93.8          | 94.0         | 91.7                   | 95.5         | 92.2          |
| Student and parent(s) foreign-born   | 4.2                | 3.5                       | 3.3           | 4.1          | 4.5                    | 2.4          | 5.0           |
| Only parent(s) foreign-born          | 10.1               | 9.9                       | 10.4          | 8.9          | 14.5                   | 6.8          | 10.0          |
| All other citizens                   | 78.6               | 80.5                      | 80.0          | 81.0         | 72.8                   | 86.3         | 77.3          |
| Permanent residents                  | 5.1                | 3.9                       | 4.1           | 4.6          | 3.7                    | 2.5          | 6.1           |
| Foreign students with visa           | 2.0                | 2.3                       | 2.2           | 1.5          | 4.6                    | 2.1          | 1.7           |

See footnotes at end of table.

## Undergraduate Diversity

Table 35-1 Percentage distribution of undergraduates according to selected student characteristics, by institution type: 1999–2000—Continued

| Student characteristics             | Total <sup>1</sup> | 4-year total <sup>2</sup> | Public 4-year |             | Private not-for-profit |             | Public 2-year |
|-------------------------------------|--------------------|---------------------------|---------------|-------------|------------------------|-------------|---------------|
|                                     |                    |                           | Doctoral      | Nondoctoral | Doctoral               | Nondoctoral |               |
| Home language                       |                    |                           |               |             |                        |             |               |
| English                             | 87.3               | 89.3                      | 89.1          | 89.1        | 87.2                   | 91.4        | 85.6          |
| Other than English                  | 12.7               | 10.7                      | 10.9          | 11.0        | 12.8                   | 8.6         | 14.4          |
| Attendance                          |                    |                           |               |             |                        |             |               |
| Full-time                           | 52.1               | 68.5                      | 69.1          | 62.7        | 77.3                   | 69.3        | 30.5          |
| Part-time                           | 47.9               | 31.5                      | 30.9          | 37.3        | 22.7                   | 30.7        | 69.5          |
| Delayed enrollment <sup>7</sup>     |                    |                           |               |             |                        |             |               |
| Did not delay                       | 54.5               | 67.8                      | 71.9          | 62.7        | 72.5                   | 61.8        | 41.3          |
| Delayed                             | 45.5               | 32.2                      | 28.1          | 37.3        | 27.5                   | 38.3        | 58.7          |
| High school attainment <sup>8</sup> |                    |                           |               |             |                        |             |               |
| High school diploma                 | 93.4               | 97.3                      | 98.4          | 96.1        | 98.4                   | 95.6        | 90.0          |
| GED or other equivalency            | 5.2                | 2.1                       | 1.1           | 3.4         | 1.0                    | 3.7         | 7.9           |
| High school completion certificate  | 0.3                | 0.2                       | 0.2           | 0.2         | 0.2                    | 0.3         | 0.4           |
| No diploma or equivalent            | 1.1                | 0.3                       | 0.3           | 0.4         | 0.4                    | 0.4         | 1.7           |

<sup>1</sup>Total includes students in institution types not listed here and students who attended more than one institution.

<sup>2</sup>Four-year total does not include students enrolled in private for-profit institutions.

<sup>3</sup>Students who identified their race as "other" (about 1 percent) are not included in this variable in order to make it comparable to the NPSAS 1990 categories. In 1999–2000, 2 percent of students chose more than one race. These students were then asked which single race best described them and were coded as such.

<sup>4</sup>Includes some students with dependents other than children.

<sup>5</sup>Students who were employed full time worked 35 or more hours per a week.

<sup>6</sup>Students reported sensory or mobility limitation or another condition that created difficulties.

<sup>7</sup>Students are considered to have delayed enrollment if there was 1 year or more between their high school graduation date and date of first enrollment in postsecondary education.

<sup>8</sup>Students who attended a foreign high school (about 1 percent) are not included in this variable in order to make it comparable to the NPSAS 1990 categories.

NOTE: Percentages may not add to 100.0 due to rounding. See *Supplemental Note 1* for definitions of the racial/ethnic categories. See *Supplemental Note 9* for information about postsecondary institution classifications.

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:2000).

## Undergraduate Diversity

Table 35-2 Percentage distribution of undergraduates according to selected student characteristics, by institution type: 1989–90

| Student characteristics            | Total <sup>1</sup> | 4-year total <sup>2</sup> | Public 4-year |              | Private not-for-profit |              | Public 2-year |
|------------------------------------|--------------------|---------------------------|---------------|--------------|------------------------|--------------|---------------|
|                                    |                    |                           | Doctoral      | Nondoctoral  | Doctoral               | Nondoctoral  |               |
| <b>Total</b>                       | <b>100.0</b>       | <b>100.0</b>              | <b>100.0</b>  | <b>100.0</b> | <b>100.0</b>           | <b>100.0</b> | <b>100.0</b>  |
| <b>Sex</b>                         |                    |                           |               |              |                        |              |               |
| Male                               | 44.6               | 47.0                      | 48.8          | 45.2         | 50.5                   | 44.3         | 43.3          |
| Female                             | 55.4               | 53.0                      | 51.2          | 54.8         | 49.5                   | 55.7         | 56.7          |
| <b>Race/ethnicity</b>              |                    |                           |               |              |                        |              |               |
| White                              | 75.9               | 79.6                      | 81.0          | 78.0         | 76.6                   | 81.0         | 75.2          |
| Black                              | 10.2               | 8.4                       | 7.9           | 10.0         | 7.2                    | 7.7          | 10.0          |
| Hispanic                           | 8.4                | 6.8                       | 5.8           | 6.6          | 8.7                    | 8.1          | 8.7           |
| Asian/Pacific Islander             | 4.7                | 4.6                       | 4.6           | 5.0          | 7.0                    | 2.7          | 5.1           |
| American Indian/Alaska Native      | 0.8                | 0.6                       | 0.6           | 0.5          | 0.5                    | 0.5          | 1.1           |
| <b>Age</b>                         |                    |                           |               |              |                        |              |               |
| 18 and under                       | 10.9               | 13.2                      | 13.0          | 11.9         | 16.0                   | 14.2         | 9.0           |
| 19–23                              | 46.9               | 58.5                      | 61.5          | 56.1         | 62.5                   | 53.7         | 33.3          |
| 24–29                              | 16.7               | 13.7                      | 13.8          | 15.4         | 11.2                   | 12.4         | 19.2          |
| 30–39                              | 15.6               | 9.6                       | 8.1           | 10.9         | 7.0                    | 12.1         | 22.2          |
| 40 and above                       | 10.0               | 5.0                       | 3.6           | 5.7          | 3.3                    | 7.6          | 16.2          |
| Average age                        | 26.0               | 23.5                      | 23.0          | 24.1         | 22.5                   | 24.3         | 28.9          |
| <b>Dependency status</b>           |                    |                           |               |              |                        |              |               |
| Dependent                          | 47.9               | 64.2                      | 66.8          | 59.5         | 72.0                   | 61.8         | 32.9          |
| Independent                        | 52.1               | 35.8                      | 33.2          | 40.5         | 28.0                   | 38.2         | 67.1          |
| <b>Respondent has dependents</b>   |                    |                           |               |              |                        |              |               |
| No                                 | 75.8               | 86.6                      | 88.9          | 84.3         | 91.7                   | 82.5         | 66.2          |
| Yes                                | 24.3               | 13.4                      | 11.1          | 15.7         | 8.3                    | 17.5         | 33.8          |
| <b>Employment<sup>3</sup></b>      |                    |                           |               |              |                        |              |               |
| Full-time                          | 32.0               | 23.3                      | 20.6          | 25.0         | 19.2                   | 28.8         | 43.8          |
| Part-time                          | 49.8               | 61.2                      | 64.0          | 59.6         | 63.8                   | 56.7         | 37.0          |
| Not working                        | 18.2               | 15.5                      | 15.4          | 15.4         | 17.0                   | 14.6         | 19.3          |
| <b>High school attainment</b>      |                    |                           |               |              |                        |              |               |
| High school diploma                | 92.1               | 97.8                      | 98.3          | 97.2         | 98.2                   | 97.3         | 89.9          |
| GED or other equivalency           | 4.8                | 1.6                       | 1.2           | 2.1          | 0.8                    | 2.1          | 6.9           |
| High school completion certificate | 0.6                | 0.5                       | 0.3           | 0.6          | 0.8                    | 0.4          | 0.6           |
| No diploma or equivalent           | 2.5                | 0.1                       | 0.2           | 0.1          | 0.2                    | 0.2          | 2.6           |

<sup>1</sup>Total includes students in institution types not listed here and students who attended more than one institution.

<sup>2</sup>Four-year total does not include students enrolled in private for-profit institutions.

<sup>3</sup>Students who were employed full time worked 35 or more hours per a week.

NOTE: Percentages may not add to 100.0 due to rounding. See *Supplemental Note 1* for definitions of the racial/ethnic categories. See *Supplemental Note 9* for information about postsecondary institution classifications.

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:1990).

## Degrees and Fields of Study

**Table 36-1** Number of associate's degrees conferred by Title IV degree-granting institutions, percentage of total, and percentage change, by field of study: 1988–89 and 1999–2000

| Field of study   | 1988–89           |                  | 1999–2000         |                  | Percent change |
|--|-------------------|------------------|-------------------|------------------|----------------|
|  | Number of degrees | Percent of total | Number of degrees | Percent of total |                |
| Total  | 436,764           | 100.0            | 564,933           | 100.0            | 29.3           |
| Liberal arts and sciences, general studies, and humanities | 121,988           | 27.9             | 187,454           | 33.2             | 53.7           |
| Business management and administrative services            | 92,481            | 21.2             | 92,274            | 16.3             | -0.2           |
| Health professions and related sciences                    | 59,535            | 13.6             | 84,081            | 14.9             | 41.2           |
| Engineering-related technologies                           | 42,593            | 9.8              | 35,395            | 6.3              | -16.9          |
| Computer and information sciences                          | 7,900             | 1.8              | 20,450            | 3.6              | 158.9          |
| Visual and performing arts                                 | 8,178             | 1.9              | 17,100            | 3.0              | 109.1          |
| Protective services  | 11,682            | 2.7              | 16,298            | 2.9              | 39.5           |
| Precision production trades                                | 7,414             | 1.7              | 11,814            | 2.1              | 59.3           |
| Multi/interdisciplinary studies                            | 7,737             | 1.8              | 11,784            | 2.1              | 52.3           |
| Mechanics and repairers                                    | 7,769             | 1.8              | 11,614            | 2.1              | 49.5           |
| Consumer and personal services                             | 2,815             | 0.6              | 9,570             | 1.7              | 240.0          |
| Home economics and vocational home economics               | 7,559             | 1.7              | 8,381             | 1.5              | 10.9           |
| Education  | 7,445             | 1.7              | 8,226             | 1.5              | 10.5           |
| Law and legal studies                                      | 3,742             | 0.9              | 7,265             | 1.3              | 94.1           |
| Agriculture and natural resources                          | 4,725             | 1.1              | 6,667             | 1.2              | 41.1           |
| Marketing operations/marketing and distribution            | 14,338            | 3.3              | 5,557             | 1.0              | -61.2          |
| Social sciences and history                                | 2,741             | 0.6              | 5,136             | 0.9              | 87.4           |
| Public administration and services                         | 2,493             | 0.6              | 3,656             | 0.6              | 46.7           |
| Communications   | 1,777             | 0.4              | 2,754             | 0.5              | 55.0           |
| Physical sciences  | 1,838             | 0.4              | 2,460             | 0.4              | 33.8           |
| Construction trades  | 1,731             | 0.4              | 2,337             | 0.4              | 35.0           |
| Engineering  | 2,676             | 0.6              | 1,752             | 0.3              | -34.5          |
| Communications technologies                                | 1,993             | 0.5              | 1,709             | 0.3              | -14.2          |
| Psychology   | 1,090             | 0.2              | 1,455             | 0.3              | 33.5           |
| Biological/life sciences                                   | 982               | 0.2              | 1,434             | 0.3              | 46.0           |
| Transportation and material moving workers                 | 2,090             | 0.5              | 1,021             | 0.2              | -51.1          |
| English language and literature/letters                    | 468               | 0.1              | 947               | 0.2              | 102.4          |
| Parks, recreation, leisure, and fitness studies            | 641               | 0.1              | 855               | 0.2              | 33.4           |
| Mathematics  | 654               | 0.1              | 675               | 0.1              | 3.2            |
| Theological studies/religious vocations                    | 568               | 0.1              | 636               | 0.1              | 12.0           |
| Foreign languages and literatures                          | 324               | 0.1              | 501               | 0.1              | 54.6           |
| Architecture and related programs                          | 1,815             | 0.4              | 392               | 0.1              | -78.4          |
| Area, ethnic, and cultural studies                         | 16                | (#)              | 259               | (#)              | 1,518.8        |
| Library science  | 101               | (#)              | 98                | (#)              | -3.0           |
| R.O.T.C. and military technologies                         | 164               | (#)              | 65                | (#)              | -60.4          |
| Philosophy and religion                                    | 81                | (#)              | 63                | (#)              | -22.2          |
| Not classified by field of study                           | 4,620             | 1.1              | 2,798             | 0.5              | -39.4          |

#Value rounds to less than 0.1.

SOURCE: U.S. Department of Education, NCES. (2002). *Digest of Education Statistics 2001* (NCES 2002–130). Data from U.S. Department of Education, NCES. Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys.

## Degrees and Fields of Study

**Table 36-2** Number of bachelor's degrees conferred by Title IV degree-granting institutions, percentage of total, and percentage change, by field of study: 1970–71, 1988–89, and 1999–2000

| Field of study  | 1970–71              |                     | 1988–89              |                     | Percent change<br>1970–71 to<br>1988–89 | 1999–2000            |                     | Percent change<br>1988–89 to<br>1999–2000 |
|---|----------------------|---------------------|----------------------|---------------------|---|----------------------|---------------------|---|
|   | Number of<br>degrees | Percent<br>of total | Number of<br>degrees | Percent<br>of total |   | Number of<br>degrees | Percent<br>of total |   |
| Total   | 839,730              | 100.0               | 1,018,755            | 100.0               | 21.3                                    | 1,237,875            | 100.0               | 21.5                                      |
| Business*   | 114,729              | 13.7                | 246,399              | 24.2                | 114.8                                   | 257,709              | 20.8                | 4.6                                       |
| Social sciences and history                                   | 155,324              | 18.5                | 108,151              | 10.6                | -30.4                                   | 127,101              | 10.3                | 17.5                                      |
| Education   | 176,307              | 21.0                | 96,913               | 9.5                 | -45.0                                   | 108,168              | 8.7                 | 11.6                                      |
| Health professions and related sciences                       | 25,226               | 3.0                 | 59,005               | 5.8                 | 133.9                                   | 78,458               | 6.3                 | 33.0                                      |
| Psychology  | 38,187               | 4.5                 | 48,910               | 4.8                 | 28.1                                    | 74,060               | 6.0                 | 51.4                                      |
| Biological/life sciences                                      | 35,743               | 4.3                 | 36,059               | 3.5                 | 0.9                                     | 63,532               | 5.1                 | 76.2                                      |
| Visual and performing arts                                    | 30,394               | 3.6                 | 38,227               | 3.8                 | 25.8                                    | 58,791               | 4.7                 | 53.8                                      |
| Engineering   | 44,898               | 5.3                 | 66,099               | 6.5                 | 47.2                                    | 58,427               | 4.7                 | -11.6                                     |
| Communications  | 10,324               | 1.2                 | 47,405               | 4.7                 | 359.2                                   | 55,760               | 4.5                 | 17.6                                      |
| English language and literature/letters                       | 64,342               | 7.7                 | 42,470               | 4.2                 | -34.0                                   | 50,920               | 4.1                 | 19.9                                      |
| Computer and information sciences                             | 2,388                | 0.3                 | 30,454               | 3.0                 | 1175.3                                  | 36,195               | 2.9                 | 18.9                                      |
| Liberal arts and sciences, general<br>studies, and humanities | 7,481                | 0.9                 | 26,388               | 2.6                 | 252.7                                   | 36,104               | 2.9                 | 36.8                                      |
| Multi/interdisciplinary studies                               | 6,286                | 0.7                 | 15,168               | 1.5                 | 141.3                                   | 27,460               | 2.2                 | 81.0                                      |
| Protective services   | 2,045                | 0.2                 | 14,698               | 1.4                 | 618.7                                   | 24,877               | 2.0                 | 69.3                                      |
| Agriculture and natural resources                             | 12,672               | 1.5                 | 13,492               | 1.3                 | 6.5                                     | 24,247               | 2.0                 | 79.7                                      |
| Public administration and services                            | 5,466                | 0.7                 | 13,162               | 1.3                 | 140.8                                   | 20,185               | 1.6                 | 53.4                                      |
| Parks, recreation, leisure, and fitness studies               | 1,621                | 0.2                 | 4,376                | 0.4                 | 170.0                                   | 19,111               | 1.5                 | 336.7                                     |
| Physical sciences and science technologies                    | 21,412               | 2.5                 | 17,186               | 1.7                 | -19.7                                   | 18,385               | 1.5                 | 7.0                                       |
| Home economics and vocational<br>home economics               | 11,167               | 1.3                 | 14,160               | 1.4                 | 26.8                                    | 17,779               | 1.4                 | 25.6                                      |
| Foreign languages and literatures                             | 20,536               | 2.4                 | 11,693               | 1.1                 | -43.1                                   | 14,968               | 1.2                 | 28.0                                      |
| Engineering-related technologies                              | 5,148                | 0.6                 | 18,903               | 1.9                 | 267.2                                   | 14,128               | 1.1                 | -25.3                                     |
| Mathematics   | 24,937               | 3.0                 | 15,994               | 1.6                 | -35.9                                   | 12,070               | 1.0                 | -24.5                                     |
| Architecture and related programs                             | 5,570                | 0.7                 | 9,150                | 0.9                 | 64.3                                    | 8,462                | 0.7                 | -7.5                                      |
| Philosophy and religion                                       | 8,146                | 1.0                 | 6,425                | 0.6                 | -21.1                                   | 8,366                | 0.7                 | 30.2                                      |
| Theological studies/religious vocations                       | 3,744                | 0.4                 | 5,318                | 0.5                 | 42.0                                    | 6,809                | 0.6                 | 28.0                                      |
| Area, ethnic, and cultural studies                            | 2,582                | 0.3                 | 4,102                | 0.4                 | 58.9                                    | 6,381                | 0.5                 | 55.6                                      |
| Transportation and material moving workers                    | 662                  | 0.1                 | 2,062                | 0.2                 | 211.5                                   | 3,395                | 0.3                 | 64.6                                      |
| Law and legal studies   | 545                  | 0.1                 | 1,976                | 0.2                 | 262.6                                   | 1,925                | 0.2                 | -2.6                                      |
| Communications technologies                                   | 478                  | 0.1                 | 1,204                | 0.1                 | 151.9                                   | 1,150                | 0.1                 | -4.5                                      |
| Precision production trades                                   | —                    | —                   | 482                  | (#)                 | —                                       | 393                  | (#)                 | -18.5                                     |
| Library science   | 1,013                | 0.1                 | 121                  | (#)                 | -88.1                                   | 154                  | (#)                 | 27.3                                      |
| R.O.T.C. and military technologies                            | 357                  | (#)                 | 198                  | (#)                 | -44.5                                   | 7                    | (#)                 | -96.5                                     |
| Not classified by field of study                              | 0                    | 0                   | 2,405                | 0.2                 | (†)                                     | 2,398                | 0.2                 | -0.3                                      |

—Not available.

#Value rounds to less than 0.1.

†Not applicable.

\*Business includes Business management and administrative services.

SOURCE: U.S. Department of Education, NCES. (2002). *Digest of Education Statistics 2001* (NCES 2002–130). Data from U.S. Department of Education, NCES. Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys.

## Perceived Impact of Work on Postsecondary Learning

Table 37-1 Percentage distribution of undergraduates according to hours worked per week and average hours worked, by how they identified their primary role, their attendance intensity, and type of institution: 1999–2000

| Characteristic                | Total | Hours worked per week |      |       |       |            | Average hours per week* |
|-------------------------------|-------|-----------------------|------|-------|-------|------------|-------------------------|
|                               |       | Did not work          | 1–15 | 16–20 | 24–34 | 35 or more |                         |
| Total                         | 100.0 | 19.9                  | 12.0 | 11.6  | 17.2  | 39.3       | 31.6                    |
| Primary role                  |       |                       |      |       |       |            |                         |
| Student who works             | 48.4  | 0                     | 23.0 | 21.1  | 28.7  | 27.1       | 25.8                    |
| Employee who studies          | 31.6  | 0                     | 2.5  | 4.4   | 10.6  | 82.6       | 40.4                    |
| Student only (does not work)  | 20.0  | 100.0                 | 0    | 0     | 0     | 0          | 0                       |
| Attendance intensity          |       |                       |      |       |       |            |                         |
| Exclusively full-time         | 52.3  | 26.2                  | 18.3 | 15.3  | 20.5  | 19.7       | 25.5                    |
| Exclusively part-time         | 34.9  | 11.8                  | 2.7  | 5.4   | 10.8  | 69.3       | 39.5                    |
| Mixed                         | 12.8  | 16.3                  | 11.4 | 13.7  | 21.7  | 37.0       | 30.9                    |
| Type of institution           |       |                       |      |       |       |            |                         |
| Public 4-year                 | 35.8  | 22.9                  | 17.0 | 15.3  | 19.3  | 25.5       | 27.3                    |
| Private not-for-profit 4-year | 16.0  | 22.8                  | 25.1 | 11.6  | 12.0  | 28.5       | 26.5                    |
| Public 2-year                 | 48.2  | 15.8                  | 4.4  | 9.0   | 17.1  | 53.8       | 36.0                    |

\*For those who worked.

NOTE: Percentages may not add to 100.0 due to rounding. In all rows, except those related to type of institution, students in types of institutions not shown here are included. See *Supplemental Note 1* for information on primary role/employment status.

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:2000).

## Student Participation in Distance Education

**Table 38-1** Percentage of undergraduates who participated in distance education classes at postsecondary institutions, by type of institution and selected student characteristics: 1999–2000

| Selected student characteristics | Total | 2-year<br>public | 4-year |        |                           |
|----------------------------------|-------|------------------|--------|--------|---------------------------|
|                                  |       |                  | Total  | Public | Private<br>not-for-profit |
| Total                            | 7.6   | 9.0              | 6.6    | 6.9    | 6.1                       |
| Sex                              |       |                  |        |        |                           |
| Male                             | 6.6   | 7.2              | 6.1    | 6.1    | 6.2                       |
| Female                           | 8.7   | 10.4             | 7.1    | 7.5    | 6.0                       |
| Age                              |       |                  |        |        |                           |
| 24 or less                       | 6.3   | 7.8              | 5.3    | 5.7    | 4.4                       |
| More than 24                     | 10.2  | 10.2             | 10.3   | 10.3   | 10.2                      |
| Attendance status                |       |                  |        |        |                           |
| Full-time                        | 6.9   | 9.8              | 5.6    | 6.0    | 5.0                       |
| Part-time                        | 8.8   | 8.7              | 9.0    | 8.9    | 9.4                       |
| Student role                     |       |                  |        |        |                           |
| Students who do not work         | 6.1   | 8.3              | 4.7    | 5.1    | 3.8                       |
| Students who work                | 7.5   | 9.4              | 6.3    | 6.7    | 5.3                       |
| Employees who study              | 9.5   | 9.2              | 10.3   | 10.2   | 10.4                      |
| Hours per week worked            |       |                  |        |        |                           |
| Less than 20                     | 5.9   | 8.2              | 4.8    | 5.1    | 4.1                       |
| 20 or more                       | 8.8   | 9.3              | 8.2    | 8.2    | 8.2                       |
| Distance from home*              |       |                  |        |        |                           |
| 30 miles or less                 | 7.7   | 8.7              | 6.1    | 6.4    | 5.2                       |
| More than 30 miles               | 8.2   | 11.6             | 7.3    | 7.5    | 6.8                       |

\*The distance between the student's home and the institution at which the student was primarily enrolled, not necessarily the distance between the student's home and the location of the distance education class.

NOTE: Includes students who participated in distance education at either the institution at which they were enrolled or both the institution at which they were enrolled and another institution. Students who participated in distance education only at an institution other than the one at which they were primarily enrolled were excluded. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES, National Postsecondary Student Aid Study (NPSAS:2000).

## Student Participation in Distance Education

**Table 38-2** Percentage of master's students who participated in distance education classes at postsecondary institutions, and percentage of participants with various experiences with distance education: 1999–2000

| Distance education characteristics   | Total       | Education<br>master's degree | MBA         | Other master's<br>degree |
|--|-------------|------------------------------|-------------|--------------------------|
| <b>Total percentage participating<sup>1</sup></b>                                      | <b>12.3</b> | <b>13.8</b>                  | <b>10.6</b> | <b>12.1</b>              |
| Percentage of participants <sup>2</sup>  |             |                              |             |                          |
| Type of distance education <sup>3</sup>  |             |                              |             |                          |
| Live TV/audio  | 44.9        | 50.5                         | 35.4        | 44.6                     |
| Prerecorded audio/TV   | 29.3        | 27.1                         | 28.3        | 31.1                     |
| Internet   | 68.3        | 56.0                         | 77.1        | 73.5                     |
| Entire program available through distance education                                    | 38.1        | 29.6                         | 41.4        | 43.0                     |
| Level of satisfaction with distance education classes<br>compared with regular classes |             |                              |             |                          |
| Total  | 100.0       | 100.0                        | 100.0       | 100.0                    |
| More satisfied   | 21.4        | 20.0                         | 14.0        | 25.0                     |
| Equally satisfied  | 51.3        | 60.2                         | 52.7        | 44.7                     |
| Less satisfied   | 27.3        | 19.8                         | 33.3        | 30.3                     |

<sup>1</sup>Based on total master's population.

<sup>2</sup>The rows below based on the number of masters students who participated in distance education classes.

<sup>3</sup>Type of distance education categories are not mutually exclusive.

NOTE: Includes students who participated in distance education at either the institution at which they were enrolled or both the institution at which they were enrolled and another institution. Students who participated in distance education only at an institution other than the one at which they were primarily enrolled were excluded. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:2000).

## Status of Women and Minority Faculty

**Table 39-1** Average base salary of full-time instructional faculty and staff with various characteristics, before and after controlling for other faculty characteristics: Fall 1998

| Faculty characteristics                                | Average base salary before controlling for other variables | Average base salary after controlling for other variables <sup>1</sup> |
|--|--|--|
| <b>Total</b>   | <b>\$56,851</b>  | <b>\$56,851</b>  |
| Sex  |  |  |
| Female   | *48,374  | *53,620  |
| <i>Male</i> <sup>2</sup>                               | <i>61,685</i>  | <i>58,694</i>  |
| Race/ethnicity <sup>3</sup>                            |  |  |
| Black  | *50,360  | 56,950   |
| Asian/Pacific Islander                                 | *62,798  | 60,331   |
| Hispanic   | 54,372   | 57,042   |
| American Indian/Alaska Native                          | *48,095  | 54,873   |
| <i>White</i> <sup>2</sup>                              | <i>57,003</i>  | <i>56,618</i>  |
| Institutional type                                     |  |  |
| Public doctoral, research, and medical                 | *66,120  | *59,641  |
| Private not-for-profit doctoral, research, and medical | *77,649  | *67,424  |
| Private not-for-profit liberal arts                    | 43,605   | *51,349  |
| Other <sup>4</sup>                                     | *49,307  | *51,884  |
| <i>Public 2-year</i> <sup>2</sup>                      | <i>44,636</i>  | <i>55,450</i>  |
| Field of teaching                                      |  |  |
| Business/law/communications                            | 57,724   | *59,586  |
| Health sciences  | *75,238  | *72,491  |
| Humanities   | *47,703  | *51,017  |
| Social sciences/education                              | 54,276   | 54,204   |
| Occupationally specific                                | *47,224  | 55,199   |
| Other  | *49,339  | 52,308   |
| <i>Natural sciences and engineering</i> <sup>2</sup>   | <i>58,449</i>  | <i>54,341</i>  |
| Level of instruction                                   |  |  |
| Undergraduates only                                    | *48,840  | *55,136  |
| Graduates only   | *74,104  | *62,238  |
| <i>Both graduates and undergraduates</i> <sup>2</sup>  | <i>61,016</i>  | <i>58,222</i>  |
| Tenure status  |  |  |
| Tenure track   | *48,835  | 56,959   |
| Not on tenure track                                    | *47,889  | *51,824  |
| No tenure system                                       | *42,725  | *54,049  |
| <i>Tenured</i> <sup>2</sup>                            | <i>65,399</i>  | <i>59,055</i>  |
| Academic rank  |  |  |
| Associate professor                                    | *57,685  | *53,722  |
| Assistant professor                                    | *48,229  | *51,730  |
| Other  | *40,725  | *52,261  |
| <i>Full professor</i> <sup>2</sup>                     | <i>74,762</i>  | <i>66,468</i>  |
| Highest degree attained                                |  |  |
| Doctorate/first-professional                           | *64,057  | *58,976  |
| <i>Other</i> <sup>2</sup>                              | <i>42,250</i>  | <i>52,545</i>  |

See footnotes at end of table.

## Status of Women and Minority Faculty

**Table 39-1** Average base salary of full-time instructional faculty and staff with various characteristics, before and after controlling for other faculty characteristics: Fall 1998—Continued

| Faculty characteristics                 | Average base salary before controlling for other variables | Average base salary after controlling for other variables <sup>1</sup> |
|---|--|--|
| Years since receiving highest degree    |  |  |
| 0–5 years                               | *\$41,451  | *\$50,951  |
| 6–10 years                              | *47,305  | *53,253  |
| 11–15 years                             | *53,485  | *54,278  |
| <i>More than 15 years<sup>2</sup></i>   | <i>65,907</i>  | <i>60,691</i>  |
| Age                                     |  |  |
| Less than 35                            | *39,882  | 54,243   |
| 35–44                                   | *51,114  | 56,453   |
| 45–54                                   | *57,872  | 56,915   |
| <i>More than 54<sup>2</sup></i>         | <i>64,278</i>  | <i>57,710</i>  |
| Percentage of time engaged in teaching  |  |  |
| 50 percent or less                      | *67,718  | *60,604  |
| 51–75 percent                           | *51,996  | 54,578   |
| <i>More than 75 percent<sup>2</sup></i> | <i>45,906</i>  | <i>54,079</i>  |
| Number of for-credit classes taught     |  |  |
| 1–2                                     | *60,663  | *58,251  |
| <i>More than 2<sup>2</sup></i>          | <i>48,627</i>  | <i>55,278</i>  |
| Percentage of time engaged in research  |  |  |
| None                                    | *46,984  | 56,772   |
| 1–10 percent                            | *54,934  | 57,666   |
| <i>More than 10 percent<sup>2</sup></i> | <i>65,366</i>  | <i>56,141</i>  |
| Recent total publications               |  |  |
| None                                    | *45,495  | *54,523  |
| 1–5                                     | *55,219  | *56,472  |
| 6–10                                    | *61,543  | *56,211  |
| <i>More than 10<sup>2</sup></i>         | <i>72,513</i>  | <i>61,116</i>  |

\*The comparison between a particular group and the reference group is statistically significant at the .05 level.

<sup>1</sup>See *Supplemental Note 14* for more information regarding the multivariate analysis presented in this table.

<sup>2</sup>The italicized group is the reference group being compared.

<sup>3</sup>In 1998, respondents had the option of selecting more than one racial category. See *Supplemental Note 1* for more information regarding the creation of this variable.

<sup>4</sup>Other institutions include public and private not-for-profit comprehensive universities, private not-for-profit 2-year institutions, public liberal arts colleges, and other specialized institutions.

NOTE: The analysis includes only full-time instructional faculty and staff at Title IV degree-granting institutions who had some instructional duties for credit. Instructional duties include teaching one or more classes for credit or advising or supervising students' academic activities.

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

## Parents' Attitudes Toward Schools

**Table 40-1** Percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected family characteristics: 1993 and 1999

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

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

NOTE: Included in the total but not shown separately are children from other types of family structures. See *Supplemental Note 1* for the definition of urbanicity.

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

## International Comparisons of Expenditures for Education

Table 41-1 Expenditures per student (in equivalent U.S. dollars converted using Purchasing Power Parity [PPP] indices) and expenditures as a percentage of GDP on public and private institutions, by level of education and country (based on full-time equivalents): 1998

| Country        | Expenditures per student <sup>1</sup> on public and private institutions <sup>2</sup> |                     |                         | Expenditures on public and private institutions as a percentage of GDP |                     |                         | GDP per capita <sup>3</sup> |
|----------------|---|---------------------|-------------------------|--|---------------------|-------------------------|-----------------------------|
|                | Primary education   | Secondary education | Postsecondary education | Primary education  | Secondary education | Postsecondary education |                             |
| OECD mean      | \$3,940   | \$5,294             | \$9,063                 | 1.4  | 2.2                 | 1.3                     | \$20,681                    |
| Australia      | 3,981   | 5,830               | 11,539                  | 1.6  | 2.1                 | 1.6                     | 24,226                      |
| Austria        | 6,065   | 8,163               | 11,279                  | 1.2  | 3.2                 | 1.5                     | 23,583                      |
| Belgium        | 3,743   | 5,970               | 6,508                   | —  | —                   | 0.9                     | 23,804                      |
| Canada         | —   | —                   | 14,579                  | —  | —                   | 1.9                     | 25,203                      |
| Czech Republic | 1,645   | 3,182               | 5,584                   | 0.8  | 2.3                 | 0.9                     | 12,939                      |
| Denmark        | 6,713   | 7,200               | 9,562                   | 1.8  | 2.3                 | 1.5                     | 25,584                      |
| Finland        | 4,641   | 5,111               | 7,327                   | 1.6  | 2.1                 | 1.7                     | 21,780                      |
| France         | 3,752   | 6,605               | 7,226                   | 1.2  | 3.1                 | 1.1                     | 21,676                      |
| Germany        | 3,531   | 6,209               | 9,481                   | 0.7  | 2.7                 | 1.0                     | 22,904                      |
| Greece         | 2,368   | 3,287               | 4,157                   | 1.0  | 1.7                 | 1.2                     | 14,327                      |
| Hungary        | 2,028   | 2,140               | 5,073                   | 1.0  | 2.0                 | 1.0                     | 10,445                      |
| Iceland        | —   | —                   | —                       | —  | —                   | 1.8                     | 25,260                      |
| Ireland        | 2,745   | 3,934               | 8,522                   | 1.5  | 1.7                 | 1.4                     | 22,699                      |
| Italy          | 5,653   | 6,458               | 6,295                   | 1.2  | 2.3                 | 0.8                     | 22,160                      |
| Japan          | 5,075   | 5,890               | 9,871                   | 1.3  | 1.8                 | 1.0                     | 24,102                      |
| Korea          | 2,838   | 3,544               | 6,356                   | 1.6  | 2.3                 | 2.5                     | 14,384                      |
| Luxembourg     | —   | —                   | —                       | —  | —                   | —                       | 37,348                      |
| Mexico         | 863   | 1,586               | 3,800                   | 1.7  | 1.8                 | 0.9                     | 7,879                       |
| Netherlands    | 3,795   | 5,304               | 10,757                  | 1.2  | 1.8                 | 1.2                     | 24,678                      |
| New Zealand    | —   | —                   | —                       | —  | —                   | —                       | 17,785                      |
| Norway         | 5,761   | 7,343               | 10,918                  | —  | —                   | 1.5                     | 26,147                      |
| Poland         | 1,496   | 1,438               | 4,262                   | 2.3  | 1.1                 | 1.3                     | 8,183                       |
| Portugal       | 3,121   | 4,636               | —                       | —  | —                   | 1.0                     | 15,592                      |
| Spain          | 3,267   | 4,274               | 5,038                   | 1.3  | 2.1                 | 1.1                     | 17,027                      |
| Sweden         | 5,579   | 5,648               | 13,224                  | 2.1  | 2.4                 | 1.7                     | 21,845                      |
| Switzerland    | 6,470   | 9,348               | 16,563                  | 1.7  | 2.6                 | 1.1                     | 27,338                      |
| Turkey         | —   | —                   | —                       | —  | —                   | 0.8                     | 6,544                       |
| United Kingdom | 3,329   | 5,230               | 9,699                   | 1.2  | 2.3                 | 1.1                     | 22,050                      |
| United States  | 6,043   | 7,764               | 19,802                  | 1.7  | 2.0                 | 2.3                     | 32,262                      |

—Not available.

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

<sup>2</sup>Includes all institutions, public and private, with the exception of Austria, Iceland, Italy, Norway, Switzerland, and Turkey, which include only public institutions, and Belgium, Greece, and the United Kingdom, which include public and government-dependent private institutions.

<sup>3</sup>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.

SOURCE: Organization for Economic Cooperation and Development, Center for Educational Research and Innovation. (2001). *Education at a Glance: OECD Indicators, 2001*.

## Public Effort to Fund Education

Table 42-1 Indicators of public effort to fund education (in constant 1999 dollars), by level: Selected school years ending 1950–99

| School year ending | Public revenue per student*    |                         | Total public revenue as a percentage of total personal income |                         |
|--------------------|--------------------------------|-------------------------|---|-------------------------|
|                    | Elementary/secondary education | Postsecondary education | Elementary/secondary education                                | Postsecondary education |
| 1950               | \$1,304                        | \$1,663                 | 2.37  | 0.30                    |
| 1960               | 2,008                          | 2,652                   | 3.57  | 0.43                    |
| 1966               | 2,659                          | 3,334                   | 4.19  | 0.61                    |
| 1968               | 3,024                          | 3,673                   | 4.47  | 0.75                    |
| 1970               | 3,342                          | 3,626                   | 4.79  | 0.81                    |
| 1971               | 3,528                          | 3,647                   | 4.92  | 0.85                    |
| 1972               | 3,837                          | 3,727                   | 5.03  | 0.85                    |
| 1973               | 3,807                          | 3,808                   | 4.68  | 0.85                    |
| 1974               | 3,851                          | 3,798                   | 4.75  | 0.89                    |
| 1975               | 3,934                          | 3,731                   | 4.84  | 0.94                    |
| 1976               | 4,216                          | 3,635                   | 4.83  | 0.95                    |
| 1977               | 4,132                          | 3,740                   | 4.60  | 0.93                    |
| 1978               | 4,216                          | 3,741                   | 4.41  | 0.91                    |
| 1979               | 4,187                          | 3,662                   | 4.23  | 0.87                    |
| 1980               | 4,145                          | 3,485                   | 4.17  | 0.87                    |
| 1981               | 4,148                          | 3,305                   | 4.08  | 0.85                    |
| 1982               | 4,124                          | 3,222                   | 3.98  | 0.84                    |
| 1983               | 4,297                          | 3,275                   | 3.99  | 0.84                    |
| 1984               | 4,439                          | 3,351                   | 3.85  | 0.81                    |
| 1985               | 4,675                          | 3,671                   | 3.91  | 0.84                    |
| 1986               | 4,976                          | 3,943                   | 4.02  | 0.87                    |
| 1987               | 5,077                          | 3,786                   | 4.00  | 0.83                    |
| 1988               | 5,185                          | 3,794                   | 3.97  | 0.81                    |
| 1989               | 5,609                          | 3,834                   | 4.17  | 0.82                    |
| 1990               | 5,721                          | 3,723                   | 4.25  | 0.82                    |
| 1991               | 5,808                          | 3,607                   | 4.39  | 0.81                    |
| 1992               | 5,822                          | 3,440                   | 4.35  | 0.78                    |
| 1993               | 5,849                          | 3,362                   | 4.41  | 0.76                    |
| 1994               | 5,901                          | 3,402                   | 4.42  | 0.74                    |
| 1995               | 5,931                          | 3,468                   | 4.40  | 0.74                    |
| 1996               | 5,973                          | 3,438                   | 4.39  | 0.71                    |
| 1997               | 6,086                          | —                       | 4.40  | —                       |
| 1998               | 6,329                          | —                       | 4.41  | —                       |
| 1999               | 6,619                          | —                       | 4.46  | —                       |

—Not available.

\*See *Supplemental Note 13* for information on the Consumer Price Index (CPI).

NOTE: Public funds for postsecondary education may be used at many types of institutions, both publicly and privately controlled. Enrollment in both publicly and privately controlled institutions is included. For more information about the indexes, see *Supplemental Note 13*.

SOURCE: U.S. Department of Education, NCES, (2002). *Digest of Education Statistics 2001* (NCES 2002–134); (various years: 1964–1997) *Digest of Education Statistics: (1993) 120 Years of American Education: A Statistical Portrait* (NCES 93–442).

## Public Effort to Fund Education

**Table 42-2** Indicators of public revenue for education, total personal income (in constant 1999 dollars), and total enrollments, by level: Selected years ending 1950–99 (in billions of dollars)

| School year ending | Total public revenue <sup>1</sup> |                                      | Total personal income <sup>1</sup> | Total enrollment               |                         |
|--------------------|-----------------------------------|--------------------------------------|------------------------------------|--------------------------------|-------------------------|
|                    | Elementary/secondary education    | Postsecondary education <sup>2</sup> |                                    | Elementary/secondary education | Postsecondary Education |
| 1950               | \$37.2                            | \$4.4                                | \$1,570.0                          | 28,491 <sup>3</sup>            | 2,659 <sup>3</sup>      |
| 1960               | 82.0                              | 9.7                                  | 2,294.4                            | 40,857                         | 3,640                   |
| 1966               | 128.9                             | 19.7                                 | 3,079.2                            | 49,239                         | 6,390                   |
| 1968               | 150.9                             | 25.4                                 | 3,379.1                            | 50,744                         | 7,513                   |
| 1970               | 170.6                             | 29.0                                 | 3,563.7                            | 51,257                         | 8,581                   |
| 1971               | 180.8                             | 31.3                                 | 3,677.0                            | 51,271                         | 8,949                   |
| 1972               | 196.7                             | 33.4                                 | 3,911.4                            | 50,726                         | 9,215                   |
| 1973               | 193.1                             | 35.1                                 | 4,125.1                            | 50,445                         | 9,602                   |
| 1974               | 194.3                             | 36.5                                 | 4,088.8                            | 50,073                         | 10,224                  |
| 1975               | 197.0                             | 38.1                                 | 4,070.6                            | 49,819                         | 11,185                  |
| 1976               | 205.8                             | 40.7                                 | 4,264.8                            | 49,478                         | 11,012                  |
| 1977               | 204.4                             | 41.2                                 | 4,443.3                            | 48,717                         | 11,286                  |
| 1978               | 205.4                             | 42.2                                 | 4,660.9                            | 47,637                         | 11,260                  |
| 1979               | 199.4                             | 41.2                                 | 4,718.0                            | 46,651                         | 11,570                  |
| 1980               | 193.4                             | 40.3                                 | 4,638.9                            | 46,208                         | 12,097                  |
| 1981               | 191.7                             | 40.0                                 | 4,702.8                            | 45,544                         | 12,372                  |
| 1982               | 187.8                             | 39.9                                 | 4,719.2                            | 45,166                         | 12,426                  |
| 1983               | 194.1                             | 40.7                                 | 4,867.1                            | 44,967                         | 12,465                  |
| 1984               | 199.6                             | 41.8                                 | 5,185.7                            | 44,908                         | 12,242                  |
| 1985               | 210.0                             | 44.9                                 | 5,375.4                            | 44,979                         | 12,247                  |
| 1986               | 223.8                             | 48.3                                 | 5,571.6                            | 45,205                         | 12,504                  |
| 1987               | 229.5                             | 47.3                                 | 5,736.7                            | 45,487                         | 12,767                  |
| 1988               | 235.9                             | 48.4                                 | 5,942.6                            | 45,430                         | 13,055                  |
| 1989               | 254.8                             | 50.1                                 | 6,103.8                            | 45,741                         | 13,539                  |
| 1990               | 262.6                             | 50.4                                 | 6,173.2                            | 46,451                         | 13,819                  |
| 1991               | 269.7                             | 49.8                                 | 6,142.1                            | 47,322                         | 14,359                  |
| 1992               | 275.0                             | 49.4                                 | 6,320.2                            | 48,145                         | 14,487                  |
| 1993               | 281.9                             | 48.7                                 | 6,386.5                            | 48,813                         | 14,305                  |
| 1994               | 288.8                             | 48.7                                 | 6,535.6                            | 49,609                         | 14,279                  |
| 1995               | 294.8                             | 49.5                                 | 6,693.2                            | 50,502                         | 14,262                  |
| 1996               | 301.6                             | 49.0                                 | 6,864.5                            | 51,375                         | 14,368                  |
| 1997               | 312.7                             | —                                    | 7,109.9                            | 51,968                         | ( <sup>4</sup> )        |
| 1998               | 328.9                             | —                                    | 7,459.0                            | 52,476                         | ( <sup>4</sup> )        |
| 1999               | 347.3                             | —                                    | 7,789.6                            | 52,875                         | ( <sup>4</sup> )        |

—Not available.

<sup>1</sup>See *Supplemental Note 13* for information on the Consumer Price Index (CPI).

<sup>2</sup>Total public revenue for years earlier than 1970 are based on a linear interpolation of the share of appropriations of total current-fund revenue based on 1970–96.

<sup>3</sup>Enrollments are for 1949–50.

<sup>4</sup>Not provided since revenue data are not available.

SOURCE: U.S. Department of Education, NCES. (2002). *Digest of Education Statistics 2001* (NCES 2002–134); (various years: 1964–1997) *Digest of Education Statistics*; (1993) *120 Years of American Education: A Statistical Portrait* (NCES 93–442).

## Public Effort to Fund Education

**Table 42-3** Tuitions and fees and state government appropriations as a percentage of total current fund revenue of all public degree-granting institutions: 1950–96

| School year ending | Tuition and fees as a percentage of total current fund revenue | State appropriations as a percentage of total current fund revenue |
|--------------------|--|--|
| 1950               | —  | —  |
| 1960               | 8.8  | 33.1   |
| 1966               | 11.5   | 39.6   |
| 1968               | 11.6   | 39.9   |
| 1970               | 12.6   | 40.2   |
| 1971               | 13.1   | 40.0   |
| 1972               | 13.7   | 39.7   |
| 1973               | 13.4   | 40.1   |
| 1974               | 12.9   | 41.2   |
| 1975               | 12.8   | 42.5   |
| 1976               | 13.0   | 43.1   |
| 1977               | 13.2   | 43.0   |
| 1978               | 13.1   | 44.3   |
| 1979               | 12.7   | 44.8   |
| 1980               | 12.5   | 44.8   |
| 1981               | 12.9   | 44.0   |
| 1982               | 13.5   | 43.8   |
| 1983               | 14.5   | 43.3   |
| 1984               | 14.9   | 42.8   |
| 1985               | 14.5   | 43.6   |
| 1986               | 14.5   | 43.2   |
| 1987               | 14.7   | 41.6   |
| 1988               | 15.0   | 41.3   |
| 1989               | 15.2   | 40.2   |
| 1990               | 15.5   | 39.2   |
| 1991               | 16.1   | 37.8   |
| 1992               | 17.1   | 35.8   |
| 1993               | 18.0   | 34.3   |
| 1994               | 18.4   | 33.3   |
| 1995               | 18.4   | 32.5   |
| 1996               | 18.8   | 32.5   |

—Not available separately for public degree-granting institutions.

SOURCE: U.S. Department of Education, NCES. (various years: 1964–2000). *Digest of Education Statistics*.

## Change in Public School Revenue Sources

Table 43-1 Total revenues and percentage distribution of total revenues for public elementary and secondary schools, by region and revenue source: 1989–90 to 1998–99

| Region and revenue source                           | 1989–90 | 1990–91 | 1991–92 | 1992–93 | 1993–94 | 1994–95 | 1995–96 | 1996–97 | 1997–98 | 1998–99 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Revenues (in thousands of constant 1998–99 dollars) |         |         |         |         |         |         |         |         |         |         |
| United States                                       |         |         |         |         |         |         |         |         |         |         |
| Total revenue                                       | 270,248 | 274,416 | 279,277 | 285,878 | 292,765 | 298,816 | 306,402 | 315,880 | 331,568 | 347,330 |
| Federal   | 16,458  | 16,926  | 18,445  | 19,928  | 20,640  | 20,328  | 20,346  | 20,793  | 22,586  | 24,522  |
| State   | 127,303 | 129,411 | 129,510 | 130,922 | 132,197 | 139,732 | 145,554 | 151,627 | 160,374 | 169,299 |
| Local   | 126,486 | 128,078 | 131,321 | 135,029 | 139,927 | 138,756 | 140,503 | 143,460 | 148,607 | 153,510 |
| Northeast   |         |         |         |         |         |         |         |         |         |         |
| Total revenue                                       | 66,422  | 67,309  | 67,828  | 68,723  | 69,951  | 71,134  | 72,334  | 72,804  | 75,235  | 79,105  |
| Federal   | 3,080   | 3,103   | 3,483   | 3,727   | 3,726   | 3,354   | 3,618   | 3,535   | 3,797   | 4,222   |
| State   | 26,717  | 27,250  | 26,779  | 26,639  | 26,851  | 27,750  | 28,010  | 28,096  | 29,277  | 32,312  |
| Local   | 36,625  | 36,956  | 37,566  | 38,358  | 39,375  | 40,029  | 40,705  | 41,173  | 42,161  | 42,571  |
| Midwest   |         |         |         |         |         |         |         |         |         |         |
| Total revenue                                       | 63,488  | 64,668  | 65,922  | 68,327  | 70,430  | 72,922  | 74,204  | 77,413  | 80,321  | 83,364  |
| Federal   | 3,405   | 3,576   | 3,894   | 4,135   | 4,219   | 4,282   | 4,246   | 4,430   | 4,806   | 5,182   |
| State   | 25,141  | 25,476  | 25,004  | 26,272  | 27,451  | 33,400  | 34,638  | 36,267  | 37,874  | 39,847  |
| Local   | 34,943  | 35,615  | 37,024  | 37,920  | 38,759  | 35,240  | 35,320  | 36,716  | 37,641  | 38,334  |
| South   |         |         |         |         |         |         |         |         |         |         |
| Total revenue                                       | 83,640  | 85,394  | 86,523  | 88,479  | 91,395  | 93,879  | 96,940  | 99,284  | 105,101 | 111,294 |
| Federal   | 6,113   | 6,243   | 6,739   | 7,424   | 7,696   | 7,532   | 7,401   | 7,706   | 8,361   | 9,014   |
| State   | 41,095  | 42,248  | 41,929  | 42,433  | 43,906  | 45,140  | 47,473  | 48,502  | 51,864  | 54,839  |
| Local   | 36,432  | 36,902  | 37,855  | 38,622  | 39,793  | 41,207  | 42,067  | 43,076  | 44,876  | 47,441  |
| West  |         |         |         |         |         |         |         |         |         |         |
| Total revenue                                       | 56,698  | 57,045  | 59,004  | 60,349  | 60,989  | 60,881  | 62,924  | 66,379  | 70,910  | 73,567  |
| Federal   | 3,861   | 4,004   | 4,330   | 4,641   | 4,999   | 5,160   | 5,081   | 5,122   | 5,622   | 6,103   |
| State   | 34,350  | 34,437  | 35,798  | 35,578  | 33,989  | 33,442  | 35,432  | 38,761  | 41,360  | 42,300  |
| Local   | 18,486  | 18,605  | 18,877  | 20,130  | 22,000  | 22,280  | 22,411  | 22,495  | 23,929  | 25,164  |

See footnotes at end of table.

## Change in Public School Revenue Sources

**Table 43-1** Total revenues and percentage distribution of total revenues for public elementary and secondary schools, by region and revenue source: 1989–90 to 1998–99—Continued

| Region and revenue source      | 1989–90 | 1990–91 | 1991–92 | 1992–93 | 1993–94 | 1994–95 | 1995–96 | 1996–97 | 1997–98 | 1998–99 |
|--------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>Percentage distribution</b> |         |         |         |         |         |         |         |         |         |         |
| <b>United States</b>           |         |         |         |         |         |         |         |         |         |         |
| Total revenue                  | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   |
| Federal                        | 6.1     | 6.2     | 6.6     | 7.0     | 7.1     | 6.8     | 6.6     | 6.6     | 6.8     | 7.1     |
| State                          | 47.1    | 47.2    | 46.4    | 45.8    | 45.2    | 46.8    | 47.5    | 48.0    | 48.4    | 48.7    |
| Local                          | 46.8    | 46.7    | 47.0    | 47.2    | 47.8    | 46.4    | 45.9    | 45.4    | 44.8    | 44.2    |
| <b>Northeast</b>               |         |         |         |         |         |         |         |         |         |         |
| Total revenue                  | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   |
| Federal                        | 4.6     | 4.6     | 5.1     | 5.4     | 5.3     | 4.7     | 5.0     | 4.9     | 5.0     | 5.3     |
| State                          | 40.2    | 40.5    | 39.5    | 38.8    | 38.4    | 39.0    | 38.7    | 38.6    | 38.9    | 40.8    |
| Local                          | 55.1    | 54.9    | 55.4    | 55.8    | 56.3    | 56.3    | 56.3    | 56.6    | 56.0    | 53.8    |
| <b>Midwest</b>                 |         |         |         |         |         |         |         |         |         |         |
| Total revenue                  | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   |
| Federal                        | 5.4     | 5.5     | 5.9     | 6.1     | 6.0     | 5.9     | 5.7     | 5.7     | 6.0     | 6.2     |
| State                          | 39.6    | 39.4    | 37.9    | 38.5    | 39.0    | 45.8    | 46.7    | 46.8    | 47.2    | 47.8    |
| Local                          | 55.0    | 55.1    | 56.2    | 55.5    | 55.0    | 48.3    | 47.6    | 47.4    | 46.9    | 46.0    |
| <b>South</b>                   |         |         |         |         |         |         |         |         |         |         |
| Total revenue                  | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   |
| Federal                        | 7.3     | 7.3     | 7.8     | 8.4     | 8.4     | 8.0     | 7.6     | 7.8     | 8.0     | 8.1     |
| State                          | 49.1    | 49.5    | 48.5    | 48.0    | 48.0    | 48.1    | 49.0    | 48.9    | 49.3    | 49.3    |
| Local                          | 43.6    | 43.2    | 43.8    | 43.7    | 43.5    | 43.9    | 43.4    | 43.4    | 42.7    | 42.6    |
| <b>West</b>                    |         |         |         |         |         |         |         |         |         |         |
| Total revenue                  | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   | 100.0   |
| Federal                        | 6.8     | 7.0     | 7.3     | 7.7     | 8.2     | 8.5     | 8.1     | 7.7     | 7.9     | 8.3     |
| State                          | 60.6    | 60.4    | 60.7    | 59.0    | 55.7    | 54.9    | 56.3    | 58.4    | 58.3    | 57.5    |
| Local                          | 32.6    | 32.6    | 32.0    | 33.4    | 36.1    | 36.6    | 35.6    | 33.9    | 33.7    | 34.2    |

NOTE: Percentages may not add to 100.00 due to rounding. *Supplemental Note 1* identifies the states in each region. See *Supplemental Note 13* for more information on revenue types.

SOURCE: U.S. Department of Education, NCES. Common Core of Data (CCD), Revenues and Expenditures of Public Elementary and Secondary Day Schools; Statistics of State School Systems; Common Core of Data Surveys, 1989–90 to 1998–99.

## Net Price of College Attendance

**Table 44-1** Percentage of full-time, full-year dependent undergraduates receiving different types of grants, by type of institution and family income: Academic year 1999–2000

| Type of institution and family income | Total grants* | Total federal grants | Total state grants | Total institutional grants | Total other grants |
|---------------------------------------|---------------|----------------------|--------------------|----------------------------|--------------------|
| <b>Total</b>                          | <b>56.2</b>   | <b>23.1</b>          | <b>21.2</b>        | <b>33.1</b>                | <b>15.6</b>        |
| Public 4-year                         | 51.3          | 22.0                 | 20.4               | 23.9                       | 15.6               |
| Low income                            | 83.9          | 71.6                 | 40.0               | 31.5                       | 13.7               |
| Lower middle                          | 57.3          | 22.5                 | 25.8               | 26.8                       | 16.8               |
| Upper middle                          | 38.3          | 1.9                  | 12.1               | 21.3                       | 16.0               |
| High income                           | 31.7          | 0.5                  | 7.5                | 17.8                       | 15.6               |
| Private not-for-profit 4-year         | 74.9          | 23.0                 | 25.4               | 63.7                       | 20.4               |
| Low income                            | 90.5          | 78.3                 | 42.8               | 62.6                       | 18.1               |
| Lower middle                          | 80.7          | 28.3                 | 36.8               | 70.1                       | 23.6               |
| Upper middle                          | 78.9          | 2.7                  | 24.6               | 72.6                       | 23.0               |
| High income                           | 57.9          | 1.0                  | 7.4                | 52.8                       | 17.7               |
| Public 2-year                         | 42.8          | 23.5                 | 17.8               | 15.9                       | 10.1               |
| Low income                            | 72.7          | 63.2                 | 33.4               | 25.2                       | 8.6                |
| Lower middle                          | 42.3          | 14.2                 | 17.7               | 15.0                       | 11.6               |
| Upper middle                          | 24.6          | 0.8                  | 8.1                | 9.4                        | 12.4               |
| High income                           | 17.2          | 0.7                  | 4.4                | 10.4                       | 6.9                |

\*Includes the sum of all federal, state, institutional, and "other" grants (those not classified as federal, state, or institutional) received during 1999–2000. Includes employer tuition reimbursements and grants from private sources. Total grants may be greater than the sum of individual components since some students receive more than one type of grant.

NOTE: Limited to students who attended only one institution. For definitions of the categories, see *Supplemental Notes 9 and 12*.

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:2000).

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