



The Condition of Education 2004

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Commissioner's Statement

INTRODUCTION

With the creation of the original Department of Education in 1867, the Congress declared that it should “gather statistics and facts on the condition and progress of education in the United States and Territories.”¹ The National Center for Education Statistics (NCES) currently responds to this mission for the Department of Education through such publications as *The Condition of Education*, a mandated report submitted to Congress on June 1st each year.

Reauthorization of the Center through the Education Sciences Reform Act of 2002 (P.L. 107-279) reaffirms this mandate. The Act calls upon NCES to release information that is valid, timely, unbiased, and relevant.

Recognizing that reliable data are critical in guiding efforts to improve education in America, *The Condition of Education 2004* presents indicators of important developments and trends in American education. Recurrent themes underscored by the indicators include participation and persistence in education, student performance and other outcomes, the environment for learning, and societal support for education. In addition, this year's volume contains a special analysis that examines changes in undergraduate student financial aid between 1989–90 and 1999–2000.

This statement summarizes the main findings of the special analysis and the 38 indicators that appear in the six following sections. Each indicator is referenced by its number (e.g., *indicator 10*) in the volume.

¹In 1869, the name of the new department was changed to the Office of Education and it was moved to the Department of the Interior (NCES 93-442).

SPECIAL ANALYSIS ON PAYING FOR COLLEGE

The 1990s brought rising tuition and fees but also expanded and restructured financial aid programs to help students pay for college. At the federal level, the 1992 Reauthorization of the Higher Education Act broadened eligibility for need-based aid, raised loan limits, and made unsubsidized loans available to students regardless of need. States and institutions increased their grant aid and put more emphasis on merit as a criterion for awards. As a result, the overall picture of what and how students pay for college has changed substantially since the early 1990s.

This special analysis uses data from the 1989–90 and 1999–2000 administrations of the National Postsecondary Student Aid Study to describe some of these changes. It focuses on students who were enrolled full time and were considered financially dependent on their parents for financial aid purposes. All dollar amounts were adjusted for inflation.

- Between 1990 and 2000, the average price of attending college (tuition and fees plus an allowance for living expenses) increased at public 2-year institutions (from \$7,300 to \$8,500), at public 4-year institutions (from \$10,000 to \$12,400), and at private not-for-profit 4-year institutions (from \$19,400 to \$24,400).
- These higher prices, combined with reduced expected family contributions for low- and middle-income students and their families resulting from restructuring of the aid programs, meant that the average student was eligible for more need-based financial aid in 2000 than in 1990.
- Reflecting this greater need, more students received aid in 2000 than in 1990 (71 vs. 54 percent), and the average aided student received more aid (\$8,700 vs. \$6,200). Fi-

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- nancial aid increased for all income groups and at all types of institutions.
- Grant aid partly offset the price increases, with the percentage of students receiving grants rising from 45 to 57 percent and the average amount received by students with grants increasing from \$4,200 to \$5,400. However, the average net price after taking grants into account (i.e., price minus grants) increased at each type of institution. In other words, the growth in grant aid was not enough to offset the price increases.
 - The average net price after taking grants into account increased for all income groups, except those in the lowest-income quarter attending public 2-year or private for-profit less-than-4-year institutions.
 - Reflecting greater need and expanded eligibility for the Stafford loan program, the percentage of students who borrowed increased from 30 to 45 percent. In 2000, about half of low-income students and 35 percent of high-income students borrowed to help pay for their education. In 1990, about 46 percent of low-income students and 13 percent of high-income students borrowed. Among those who took out loans, the average amount borrowed increased from \$3,900 to \$6,100.
 - After taking into account both grants and loans, the average net price of attending increased for full-time dependent undergraduates at public 2-year institutions, remained stable for those at public 4-year institutions, and declined for those at private for-profit less-than-4-year institutions. The apparent decline at private not-for-profit 4-year institutions was not statistically significant.
 - The average net price after grants and loans declined for low-income students, except at public 2-year institutions, and increased for high-income students at public 2- and 4-year institutions.

PARTICIPATION IN EDUCATION

As the U.S. population increases, so does its enrollment at all levels of education. At the elementary and secondary levels, growth is due largely to the increase in the size of the school-age population. At the postsecondary level, both population growth and increasing enrollment rates help explain rising enrollments. Adult education is also increasing due to demographic shifts in the age of the U.S. population and increasing rates of enrollment, as influenced by changing employer requirements for skills. As enrollments have risen, the cohorts of learners—of all ages—have become more diverse than ever before.

- As enrollment of school-age children is compulsory, growth in elementary and secondary schooling is primarily the result of the increasing size of the population. At the postsecondary level, both population growth and increasing enrollment rates help explain rising enrollments. Between 1970 and 2002, for example, the enrollment rate of 20- and 21-year-olds increased from 32 to 48 percent (*indicator 1*).
- Thirty-five percent of public elementary schools had prekindergarten programs in 2000–01, serving over 800,000 children. Schools in the Southeast were more likely to have prekindergarten programs and full-day programs than schools in other regions of the country. Public schools with large enrollments (700 or more students) and schools in central cities were more likely than other schools to offer prekindergarten classes (*indicator 2*).

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- Enrollment among 4- to 6-year-olds in kindergarten increased from 3.2 million in 1977 to 4 million in 1992 before decreasing to 3.7 million in 2001. During this period, the proportion of students enrolled in full-day programs increased, and by 1995, it was larger than the proportion enrolled in half-day programs (*indicator 3*).
- Rising immigration and a 25 percent increase in the number of annual births that began in the 1970s and peaked in the mid-1970s have boosted school enrollment. Public elementary and secondary enrollment reached an estimated 48.0 million in 2003 and is projected to increase to an all-time high of 49.7 million in 2013. The West will experience the largest increase in enrollment of all regions in the country (*indicator 4*).
- In 2003, Black and Hispanic 4th-graders were more likely than White 4th-graders to be in high-poverty schools (measured by the percentage of students eligible for a subsidized lunch) and less likely to be in low-poverty schools. The same is also true by school location: Black and Hispanic students were more likely than White students to be concentrated in the highest-poverty schools in central city, urban fringe, and rural areas in 2003 (*indicator 5*).
- In the next 10 years, undergraduate enrollment is projected to increase. Enrollment in 4-year institutions is projected to increase at a faster rate than in 2-year institutions, and women's enrollment is expected to increase at a faster rate than men's. The number of part- and full-time students, those enrolled at 2- and 4-year institutions, and male and female undergraduates are projected to reach a new high each year from 2004 to 2013 (*indicator 6*).
- Forty percent of the population age 16 and above participated in some work-related adult education in 2002–03. The most common types of programs were formal work-related courses (33 percent) and college or university degree programs for work-related reasons (9 percent). Educational attainment was positively associated with participating in adult education for work-related reasons (*indicator 7*).

LEARNER OUTCOMES

How well does the American educational system—and its students—perform? Data from national and international assessments can help answer this question, as can data on adults' educational and work experiences, health, and earnings later in life. In some areas, such as reading, mathematics, and writing, the performance of elementary and secondary students has improved over the past decade, but not in all grades assessed and not equally for all students. Long-term effects of education, such as on the health and earnings of adults, help underscore the importance of education and the outcomes of different levels of educational attainment.

- According to data from the Early Childhood Longitudinal Study, children without family risk factors, such as poverty, start kindergarten with higher performance and experience a larger gain in reading and mathematics scale scores through 3rd grade than students with 1 or more family risk factors. From the beginning of kindergarten in fall 1998 through the end of 3rd grade in spring 2002, children with no family risk factors had an average gain of 84 points in reading, compared with a 73-point gain among children with 2 or more family risk factors; the respective gains in mathematics were 65 and 57 points (*indicator 8*).

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- The average reading scale scores of 8th-graders assessed by the National Assessment of Educational Progress (NAEP) increased between 1992 and 2003, while no difference was detected for 4th-graders. The percentages of 4th- and 8th-graders performing at or above the *Proficient* level, defined as “solid academic performance for each grade assessed,” were higher in 2003 than in 1992. Among 12th-graders, average scores were lower in 2002 than in 1992 and 1998 (*indicator 9*).
- The average writing scale scores of 4th- and 8th-graders assessed by NAEP improved between 1998 and 2002. Twenty-eight percent of 4th-graders, 31 percent of 8th-graders, and 24 percent of 12th-graders performed at or above the *Proficient* level in 2002 (*indicator 10*).
- The average mathematics scale scores of 4th- and 8th-graders assessed by NAEP increased steadily from 1990 to 2003. For both grades, the average scale scores in 2003 were higher than in all previous assessments, and the percentages of students performing at or above the *Proficient* level and at the *Advanced* level, defined as “superior performance,” were higher in 2003 than in 1990. Thirty-two percent of 4th-graders and 29 percent of 8th-graders were at or above the *Proficient* level (*indicator 11*).

In addition to indicators on students' academic achievement, there are also some indicators on the long-term outcomes of education.

- The better educated a person is, the more likely that person is to report being in “excellent” or “very good” health, regardless of income. Among adults age 25 and above, 78 percent of those with a bachelor's degree or higher reported being in excellent or very good health in 2001, compared with 66 percent of those with

some education beyond high school, 56 percent of high school completers, and 39 percent of those with less than a high school education (*indicator 12*).

- In 2003, 13 percent of all persons ages 16–24 were neither enrolled in school nor working, a decrease from 16 percent in 1986. The gap between the percentage of poor youth and others neither enrolled nor working decreased over the period. The percentages of White and Asian/Pacific Islander youth neither enrolled nor working in 2003 were lower than the percentages of Hispanic, Black, and American Indian youth. In addition, the percentage of Hispanic youth neither enrolled nor working was lower than the percentages of Black and American Indian youth (*indicator 13*).
- The earnings of young adults with at least a bachelor's degree increased over the past 20 years relative to their counterparts with a high school diploma or General Educational Development (GED) certificate. Among men, the difference in median earnings rose from 19 percent in 1980 to 65 percent in 2002, while among women, the difference increased from 34 percent to 71 percent (*indicator 14*).

STUDENT EFFORT AND EDUCATIONAL PROGRESS

Many factors are associated with school success, persistence, and progress toward high school graduation or a college degree. These include student motivation and effort, the expectations of students, encouragement from others, and learning opportunities, as well as various student characteristics, such as sex and family income. Monitoring these factors in relation to the progress of different groups of students through the educational system and tracking students' attainment are important for knowing how well we are doing as a nation in education.

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- The proportion of 10th-graders who expected to complete a bachelor's as their highest degree nearly doubled between 1980 and 2002, and the proportion who intended to earn a graduate degree more than doubled. Rising aspirations were also notable among students from families with low socioeconomic status: about 13 percent of such students intended to earn a bachelor's degree in 1980, but this figure had tripled by 2002 (*indicator 15*).
- During the 1970s and 1980s, "event drop-out rates," which measure the proportion of students who drop out of high school each year, declined. However, event drop-out rates remained unchanged during the 1990s on average and for students from low-, middle-, and high-income families (*indicator 16*).
- First-time entry rates into programs that lead to a bachelor's or higher degree increased from 1998 to 2001 in many countries that were members of the Organization for Economic Cooperation and Development (OECD). In 2001, the U.S. rate was lower than the OECD country average (*indicator 17*).
- Despite assistance offered through remediation, students enrolled in remediation are less likely to earn a postsecondary degree or certificate. The need for remedial reading appears to be the most serious barrier to degree completion: 12th-graders in 1992 who took remedial reading at the postsecondary level were about half as likely as those who took no remedial courses to have earned a degree or certificate by 2000 (*indicator 18*).
- While bachelor's degree completion rates have been steady over time, the likelihood of still being enrolled with no degree at the end of 5 years has increased. When comparing students who enrolled in a 4-year college or university for the first time in 1989–90 with those who began in 1995–96, 53 percent of both cohorts had completed a bachelor's degree within 5 years; however, the later cohort was more likely to have no degree but still be enrolled and also less likely to have left college without a degree (*indicator 19*).
- Women have earned more than half of all bachelor's degrees every year since 1981–82. They still trail men in certain fields but have made substantial gains since 1970–71 at both the undergraduate and graduate levels (*indicator 20*).

CONTEXTS OF ELEMENTARY AND SECONDARY EDUCATION

The school environment is shaped by many factors, including the courses offered in the school and taken by students, the instructional methods used by teachers, students' opportunities to attend a "chosen" public school, the role of school staff in providing various support services to students, the extent to which teachers are teaching in their field, and the characteristics of school principals and their influence over school governance. Monitoring these and other factors provides a better understanding of the conditions in schools that influence education.

- Since the early 1980s, the percentage of high school graduates completing advanced coursework in science and mathematics has increased. Between 1982 and 2000, the percentage who had completed advanced courses in science increased from 35 to 63 percent, and the percentage who had completed advanced courses in mathematics increased from 26 to 45 percent (*indicator 21*).

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- Among high school graduates in 2000, Asian/Pacific Islander and private school graduates completed advanced levels of science and mathematics coursework at higher rates than their peers. Females were more likely than males to have completed some advanced science coursework and to have completed level II advanced academic mathematics courses (i.e., precalculus or an introduction to analysis) (*indicator 22*).
- According to findings from the 1999 Third International Mathematics and Science Study (TIMSS) Video Study—which examined 8th-grade science lessons in Australia, the Czech Republic, Japan, the Netherlands, and the United States—46 percent of U.S. 8th-grade science lessons had students conduct experiments or other practical activities, while 31 percent had students collect and report data from those activities (*indicator 23*).
- In 1999–2000, high school students in high-minority schools and high-poverty schools (measured by the percentage of students eligible for a subsidized lunch) were more often taught English, science, and mathematics by “out-of-field” teachers (i.e., teachers who have neither a major nor certification in the subject they teach) than their peers in low-minority and low-poverty schools (*indicator 24*).
- The percentage of students in grades 1–12 whose parents enrolled them in a “chosen” public school (i.e., a public school other than their assigned public school) increased from 11 to 15 percent between 1993 and 2003. In the same period, the percentage of children attending private schools also increased (.9 percentage points for private, church-related schools and .8 percentage points for private, not church-related schools). In addition, in 2003, parents of 24 percent of students reported that they moved to a neighborhood so that their children could attend a particular school (*indicator 25*).
- Principals’ perceptions of their own influence over a number of school governance functions vary by the control of the school. In 1999–2000, private elementary and secondary school principals were more likely than their public school counterparts to report a high degree of influence over establishing curriculum, setting disciplinary policies, and setting performance standards for students (*indicator 26*).
- The goals that guidance programs in public high schools emphasize vary according to the size and location of the school. For example, in 2002, the smallest schools were more likely than larger schools to report that their primary emphasis was on helping students prepare for postsecondary schooling, while the largest schools were more likely to emphasize helping students with their high school academic achievement. Schools located in a central city or urban fringe were more likely than rural schools to make helping students with their academic achievement the primary emphasis (*indicator 27*).
- At the elementary and secondary school levels, most schools have staff who provide various support services directly to students (e.g., counselors, social workers, speech therapists, and instructional and noninstructional aides). In 1999–2000, the most common student support staff in public elementary and secondary schools were school counselors, speech therapists, school nurses, and special education aides, each of which were found in 79 percent or more of schools (*indicator 28*).

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CONTEXTS OF POSTSECONDARY EDUCATION

The postsecondary education system encompasses various types of institutions, both public and private. Although issues of student access, persistence, and attainment have been predominant concerns in postsecondary education, the contexts in which postsecondary education takes place matter as well. The diversity of the undergraduate and graduate populations, the various educational missions and learning environments of colleges and universities, the courses that students take, the modes of learning that are employed, and the ways in which colleges and universities attract and use faculty and other resources all are important aspects of the contexts of postsecondary education.

- Students age 24 and above represented 43 percent of all undergraduates in 1999–2000, and 82 percent of these students worked while enrolled. Many older undergraduates were employees first, focusing primarily on their jobs, and students second. Those whose primary focus was on their employment were less likely to complete their postsecondary programs than were older students who worked primarily to meet their educational expenses (*indicator 29*).
- The list of the top 30 postsecondary courses, which reports the subjects that students study the most in college (and which is referred to as the “empirical core curriculum”), has remained relatively stable over the past three decades. Among bachelor’s degree recipients who graduated from high school in 1972, 1982, and 1992, each cohort earned about one-third of its credits from the top 30 postsecondary courses for the cohort. For the 1992 cohort, the top 30 list for students attending highly selective institutions included a concentration of engineering and humanities courses and courses with an international theme, a pat-

tern not present for students in selective and nonselective institutions (*indicator 30*).

- Postsecondary institutions provided remedial coursework for 28 percent of entering freshmen in fall 2000 (22 percent undertook remediation in mathematics, 14 percent in writing, and 11 percent in reading). Public 2-year colleges provided such coursework for 42 percent of their entering students (*indicator 31*).
- In 2000–01, 56 percent of all postsecondary institutions offered distance education courses, up from 34 percent 3 years earlier. The number of course enrollments in distance education also increased, nearly doubling between 1997–98 and 2000–01; by 2000–01, about half of these enrollments were at public 2-year institutions (*indicator 32*).

SOCIETAL SUPPORT FOR LEARNING

Society and its members—families, individuals, employers, and governmental and private organizations—provide support for education in various ways. This support includes learning activities that take place outside schools and colleges as well as the financial support for learning inside schools and colleges. Parents contribute to the education of their children in the home through reading with young children, setting aside a time and place for schoolwork, and seeing that assignments are completed. Communities impart learning and values through various modes, both formal and informal. Financial investments in education are made both by individuals in the form of income spent on their own education (or the education of their children) and by the public in the form of public appropriations for education. These investments in education are made at all levels of the education system. Other collective entities, such as employers and other kinds of

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organizations, also invest in various forms of education for their members.

- In 2001, 50 percent of children in kindergarten through 8th grade were enrolled in a variety of nonparental care arrangements after school, most commonly center- or school-based programs, relative care, and self-care. Black children were more likely than White and Hispanic children to participate in nonparental care (*indicator 33*).
- Thirty-eight percent of children in kindergarten through 8th grade participated in one or more organized activities after school in 2001. Children in 3rd through 5th grade and 6th through 8th grade were more likely to participate than children in kindergarten through 2nd grade. Parents of 19 percent of these children reported using activities to cover hours when adult supervision was needed for their children (*indicator 34*).
- Total expenditures per public elementary and secondary school student, adjusted for inflation, increased by 25 percent between 1991–92 and 2000–01. The largest increases occurred in midsize cities and rural areas (*indicator 35*).
- In 2000, expenditures per student for the OECD member countries averaged \$5,162 at the combined elementary/secondary level and \$9,509 at the postsecondary level. The United States and Switzerland, two of the world's wealthiest nations, ranked highest in expenditures per student at the elementary/secondary and postsecondary levels. Wealthy countries such as the United States spent more on education, and a larger share of their gross domestic product (GDP) per capita on education, than less wealthy nations (*indicator 36*).
- The percentage of full-time undergraduates receiving institutional aid and the average amount awarded increased at 4-year institutions during the 1990s. In 1992–93, some 17 percent of full-time undergraduates at public institutions and 47 percent at private not-for-profit institutions received institutional aid; by 1999–2000, the respective proportions had increased to 23 and 58 percent. During this period, the average award increased from \$2,200 to \$2,700 at public institutions and from \$5,900 to \$7,000 at private not-for-profit institutions (*indicator 37*).
- Those who had received bachelor's degrees in 1999–2000 were more likely than their 1992–93 counterparts to have borrowed to pay for their undergraduate education (65 vs. 49 percent), and if they had done so, to have borrowed larger amounts, on average (\$19,300 vs. \$12,100 in constant 1999 dollars). However, the median “debt burden” (monthly payment as a percentage of monthly salary) a year later did not change (*indicator 38*).

CONCLUSION

Trends in the condition of American education continue to show promise and challenge, as well as underscore the importance of schooling. In reading, the performance of U.S. 8th-graders has increased since 1992, and higher percentages of 4th- and 8th-graders are scoring at or above the *Proficient* level. Yet the overall reading achievement of 12th-graders has decreased. In mathematics, the performance of 4th- and 8th-graders has risen steadily since 1990. In writing, the performance of 4th- and 8th-graders improved between 1998 and 2002, and in the later year, about one-quarter of 4th-, 8th-, and 12th-graders were at or above the *Proficient* level.

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The poverty level of students and their schools presents a challenge to students' educational progress and achievement. Children with family risk factors, such as poverty, start kindergarten with fewer reading and mathematics skills and end 3rd grade with smaller gains. In the early part of this decade, high school students living in low-income families dropped out of school at six times the rate of their peers from high-income families.

The proportion of kindergarten students enrolled in full-day programs has risen since the late 1970s, and by 1995 exceeded that of students enrolled in half-day programs. In elementary and secondary education, enrollments have followed population shifts, and in the coming decade are projected to remain fairly steady and then climb to an all-time high of 49.7 million in 2013. The current trends toward greater diversity in the racial/ethnic composition of the student population are expected to continue. In addition, the proportion of 10th-graders expecting to complete a bachelor's as their highest degree has nearly doubled since 1980 and the proportion expecting to earn a graduate degree has more than doubled, with the potential of higher educational attainment in the years ahead.

In the past 30 years, rates of enrollment in postsecondary education have increased and are projected to continue to do so in the next decade. At the undergraduate and graduate levels, enrollments have grown faster among women than men. In the next decade, full-time undergraduate enrollment is expected to increase faster than part-time enrollment, and enrollment in 4-year institutions faster than in 2-year institutions. In recent years,

the number of course enrollments in distance education has nearly doubled, and continued growth is expected. Also, about one-third of undergraduates are now older students who combine school and work, and many of them characterize themselves as employees first and students second.

Paralleling the growth in postsecondary education, participation in adult education has increased as well. Many adults participate in adult education for work-related purposes, and in 2002–03, 40 percent of all persons age 16 and above did so.

NCES produces an array of reports each month that present findings about the U.S. education system. *The Condition of Education 2004* is the culmination of a yearlong project. It includes data that were available by early April 2004. In the coming months, many other reports and surveys informing us about education will be released, including the baseline year for a new longitudinal study tracking the development and early childhood experiences of very young children; the 3rd-grade follow-up to the kindergarten cohort study; international assessments; and the first year of a new longitudinal study of high school students. As is true of the indicators in this volume, these surveys and reports will continue to inform Americans about the condition of education.



Robert Lerner
Commissioner
National Center for Education Statistics

Reader's Guide

The Condition of Education is available in two forms: this print volume for 2004 and a web version on the NCES web site (<http://nces.ed.gov/programs/coe>). The web version includes special analyses, essays, and indicators from this and earlier print volumes of *The Condition of Education*. (See page xxii for a list of all the indicators that appear on *The Condition of Education* web site.)

Each section of the print volume of *The Condition of Education* begins with a summary of the general topic areas covered by the indicators in this volume and on *The Condition of Education* web site. All indicators contain a discussion, a single graph or table on the main indicator page, and one or more supplemental tables. All use the most recent national data available from the National Center for Education Statistics (NCES) or other sources serving the purposes of the indicator. The icon to the side of the graph or table directs readers to supplemental notes, supplemental tables, or another source for more information.

When the source is an NCES publication, such as *The Digest of Education Statistics 2002* (NCES 2003–060), that publication can be viewed at the NCES web site (<http://nces.ed.gov>).

The supplemental tables provide more detailed breakouts for an indicator, such as household income, students' race/ethnicity, or parents' education (appendix 1). Supplemental notes provide information on the sources of data used, describe how analyses were conducted, or provide explanations of categories used in an indicator (appendix 2). Tables of standard errors (see below) are also included for applicable indicators. A glossary of terms and a comprehensive bibliography of items cited in *The Condition of Education* appear at the end of the volume.

DATA SOURCES AND ESTIMATES

The data in this report were obtained from many different sources, including state education agencies, local schools, and colleges and universities using surveys and compilations of administrative records. Users of *The Condition of Education* should be cautious when comparing data from different sources. Differences in procedures, timing, question phrasing, interviewer training, and so forth can all affect the comparability of results.

Data reported in this volume are primarily from two types of sources. Some indicators report data from entire populations, such as *indicator 35* (public elementary and secondary expenditures per student). With these kinds of data, information is collected from every member of the population surveyed. This "universe" could be all colleges and universities or every school district in the country. Other indicators report data from a statistical sample of the entire population. When a sample is used, the statistical uncertainty introduced from having data from only a portion of the entire population must be considered in reporting estimates and making comparisons.

In contrast, when data on an entire population are available, estimates of the size of the total population or a subpopulation are made simply by counting, or summing, the units in the population or subpopulation. In the case of subpopulations, the size is usually reported as a percentage of the total population. In addition, estimates of the average (or mean) values of some characteristic of the population or subpopulation may be reported. The mean is obtained by summing the values for all members of the subpopulation and dividing the sum by the size of the subpopulation. Examples include the annual mean salaries of professors at 4-year colleges and universities.

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Although estimates derived from universe surveys are not affected by sampling, they are affected by a wide range of potential data collection errors such as coverage errors, response errors, coding errors, and data entry errors. These errors on data sets with the entire population may be larger than the error due to collecting data on a sample of the population. Estimates of the size of these errors are typically not available.

A universe survey is usually expensive and time consuming, so researchers often collect data from a small sample of the population of interest. Through (stratified) random sampling and other methods, researchers seek to ensure that this sample accurately represents the larger population to which they wish to generalize. As an illustration, the Education Longitudinal Study of 2002, upon which *indicator 15* is in part based, surveyed a representative sample of nearly 15,000 10th-graders from among all 10th-graders across the country. Based on this sample, conclusions can be drawn about all 10th-graders, such as their family background, characteristics of the schools they attend, and their activities outside of school.

Estimating the size of the total population or subpopulations from a data source based on a sample of the entire population requires consideration of several factors before the estimates become meaningful. However conscientious an organization may be in collecting data from a sample of a population, there will always be some margin of error in estimating the size of the actual total population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an estimate of the true or actual value. The margin of error or the range of the estimate depends on several factors, such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which

the estimate is computed.¹ The magnitude of this margin of error is measured by what statisticians call the “standard error” of an estimate.

Most indicators in *The Condition of Education* summarize data from sample surveys conducted by NCES or the Bureau of the Census with support from NCES. Brief explanations of the major NCES surveys can be found in *supplemental notes 3* and *4* of this volume. More detailed explanations can be obtained at the web site noted above, under “Survey and Program Areas.” Information about the Current Population Survey, another frequent source of survey data used in *The Condition of Education*, can be obtained at <http://www.bls.census.gov/cps/cpsmain.htm> (and also in *supplemental note 2*).

STANDARD ERRORS

When data from samples are reported, as is the case with most of the indicators in *The Condition of Education*, the standard error is calculated for each estimate provided in order to determine the “margin of error” for these estimates. The standard errors for all the estimated means, medians, or percentages reported in the graphs and text tables of *The Condition of Education* can be found in appendix 3, Standard Error Tables. The corresponding standard errors for the supplemental tables can be viewed at the NCES web site at <http://nces.ed.gov/programs/coe>

The standard errors of the estimates for different subpopulations in an indicator can vary considerably. As an illustration, *indicator 15* reports on the postsecondary expectations of 10th-graders. Among White students, 40 percent expected to earn a bachelor's degree, while among American Indian students, 36 percent expected to do so (see supplemental table 15-1). In contrast to the similarity of these percentages, their standard errors were .64 and 6.94 percent, respectively (see table S15-1 in

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<http://nces.ed.gov/programs/coe/2004/section3/table.asp?tableID=213>).

The percentage or mean score with the smaller standard error provides a more reliable estimate of the true value than does the percentage or mean score with a higher standard error. Standard errors tend to diminish in size as the size of the sample (or subsample) increases. Consequently, for the same kinds of data, such as enrollment rates in postsecondary education sample surveys (like the National Postsecondary Student Aid Study) or scores on the National Assessment of Educational Progress, standard errors will almost always be larger for Blacks and Hispanics than for Whites, who represent a larger proportion of the population.

DATA ANALYSIS AND INTERPRETATION

Due to standard errors, caution is warranted when drawing conclusions about the size of one population estimate in comparison to another or whether a time series of population estimates is increasing, decreasing, or staying about the same. Although one estimate of the population size may be larger than another, a statistical test may find that there is no discernible difference between the two estimates due to their uncertainty.

Whether differences in means or percentages are statistically significant can be determined using the standard errors of the estimates. When differences are statistically significant, the probability that the difference occurred by chance is usually small; for example, it might be about 5 times out of 100. Some details about the method primarily used in *The Condition of Education* for determining whether the difference between two means is statistically significant are presented in the introduction to appendix 3, Standard Error Tables.

For all indicators in *The Condition of Education* based on samples, differences between

means or percentages (including increases or decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed *t*-tests, at the .05 level, are typically used. The *t*-test formula for determining statistical significance is adjusted when the samples being compared are dependent. When the variables to be tested are postulated to form a trend, the relationship may be tested using linear regression, logistic regression, or ANOVA trend analysis instead of a series of *t*-tests. These other methods of analysis test for specific relationships (e.g., linear, quadratic, or cubic) among variables.

Discussion of several indicators illustrates the consequences of these considerations. *Indicator 13* reports that a smaller percentage of persons ages 16–24 were neither enrolled in school nor working in 2003 (13 percent) than in 1986 (16 percent) (see supplemental table 13-1). Although the difference of 3 percentage points is relatively small, so are the standard errors associated with each estimate (0.27 and 0.29 for 2003 and 1986, respectively) (see table S13-1), and the difference is statistically significant and supports the statement. In contrast, *indicator 34* discusses the percentage of children participating in activities after school in 2001. The data in supplemental table 34-1 indicate that 29 percent of all children participated in academic activities for the purposes of supervision, compared with 23 percent participating in clubs. This difference of 6 percentage points is larger than in the previous example, but the standard errors are also larger (2.32 and 2.27, respectively) (see table S34-1). The difference is not statistically significant, and therefore, the data do not support a conclusion that children are more likely to participate in academic programs than clubs for the purposes of supervision. The introduction to appendix 3 explains in some detail how the statistical significance of the difference between two estimates is determined.

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VARIATION IN POPULATIONS

In considering the estimated means in the tables and figures shown in this volume and on the web site, it is important to keep in mind that there may be considerable variation among the members of a population in the characteristic or variable represented by the population mean. For example, the estimated average 3rd-grade mathematics score of children who entered kindergarten in fall 1998 was 85 scale score points (see supplemental table 8-1). In reality, many students scored above 85 points and many scored below 85 points. Likewise, not all postsecondary institutions provided the same amount of remedial education to entering freshmen in fall 2000.

Because of this variation, there may be considerable overlap among the members of two populations that are being compared. Although the difference in the estimated means of the two populations may be statistically significant, many members of the population with the lower estimated mean may be above the estimated mean of the other population and vice versa. For example, some percentage of young adults with a high school diploma or GED have higher earnings than young adults with a bachelor's degree or higher (see *indicator 14*). The extent of such overlap is not generally considered in the indicators in this volume.

Estimates of the extent of variation in such population characteristics can be computed from the NCES survey data sets or are available in published reports. For example, estimates of the variation in students' assessment scores can be found using the NAEP Data Tool at <http://nces.ed.gov/nationsreportcard/naepdata/> or in the appendices to most NAEP reports.

ROUNDING AND OTHER CONSIDERATIONS

Although values reported in the supplemental tables are generally rounded to one decimal place (e.g., 76.5 percent), values reported in each indicator are rounded to whole numbers (with any value of 0.5 or above rounded to the next highest whole number). Due to rounding, cumulative percentages may sometimes equal 99 or 101 percent, rather than 100.

In accordance with the recently revised NCES Statistical Standards, many tables in this volume use a series of symbols to alert the reader to special statistical notes. These symbols, and their meaning, are as follows:

- Not available.
Data were not collected or not reported.
- † Not applicable.
Category does not exist.
- # Rounds to zero.
The estimate rounds to zero.
- ! Interpret data with caution.
Estimates are unstable (because standard errors are large compared with the estimate).
- ‡ Reporting standards not met.
Did not meet reporting standards.
- * $p < 0.05$ Significance level.²

NOTES

¹If there are five racial/ethnic groups in a sample of 1,500, the researcher would have less confidence in the results for each group individually than in the results for the entire sample because there are fewer people in the subgroup than in the population.

²The chance that the difference found between two estimates when no real difference exists is less than 5 out of 100.

Acknowledgments

This volume of *The Condition of Education* was authored by a team of analysts under the general direction of John Wirt and Tom Snyder with technical review by Marilyn Seastrom (Chief Statistician of NCES), Shelley Burns and William Hussar (Technical Advisors), and many others. Val Plisko (Associate Commissioner of NCES) provided overall guidance in the volume's development and reviewed the indicators. Barbara Kridl of MPR Associates, Inc. (MPR) was the managing editor of the publication. Richard Tobin of the American Institutes for Research (AIR) reviewed indicators as they were developed. Andrea Livingston (MPR) wrote the style guide for this publication, edited the final volume, and assisted in writing and editing the Commissioner's Statement and the special analysis. Alexandra Tan of ESSI directed management support for the technical review.

The key contributors to *The Condition of Education* are the authors of the indicators. As a matter of practice, the authorship of individual indicators is not given in the volume because each indicator reflects the joint effort of many analysts. Nonetheless, substantial expertise and analytical ability are required to craft an indicator from the survey data to tell an important story in a compelling manner using text, graphs, and tables economically, and perform the necessary statistical tests. Some indicators in this volume were originally conceived for *The Condition of Education* and involved extensive analyses of data. The rest were adapted from existing NCES reports or analyses authored by others.

A section leader oversaw the content of each section and prepared the introductory essay: Patrick Rooney (NCES) served as the section leader for Sections 1 and 2, Susan Choy (MPR) for Sections 3 and 5, Stephen Provasnik (Education Statistics Services Institute (ESSI) of the American Institutes for Research) for Section 4, and Anindita Sen (ESSI) for Section 6. Susan

Choy (MPR) authored the special analysis on paying for college. Stephen Provasnik (ESSI) compiled and organized the supplemental notes and revised the Reader's Guide.

A large team of analysts authored individual indicators, including Patrick Rooney of NCES; Martha Alt, Xianglei Chen, Susan Choy, Laura Horn, Phil Kaufman, Jennifer Laird, Xiaojie Li, Stephanie Nevill, and Anna Sikora of MPR; Christina Stearns, Bela Shah, and Ben Young of AIR; and Scott Dorfman, Erin Gammill, Erin Pahlke, Stephen Provasnik, and Anindita Sen of ESSI.

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Barbara Kridl of MPR coordinated with the authors of the various indicators and sections, prepared the bibliography, and managed all tasks related to the editing and desktop publishing of the volume. Andrea Livingston of MPR edited all the indicators, the special analysis, and supporting materials. Francesca Tussing of MPR proofread the text and Jean Kridl checked the numbers against their original sources. Wes Nations and Patti Gildersleeve of MPR did the desktop publishing of the publication, with as-

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Continued

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Indicator—Year

Special Analyses

Entering Kindergarten: A Portrait of American Children When They Begin School	2000
Students Whose Parents Did Not Go to College: Postsecondary Access, Persistence, and Attainment	2001
Private Schools: A Brief Portrait	2002
Nontraditional Undergraduates	2002
Reading—Young Children’s Achievement and Classroom Experiences	2003
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Mathematics Performance of Students in Grades 4 and 8	11–2004
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Participation in Adult Education	8—2003

This List of Indicators includes all the indicators in Section 1 that appear on *The Condition of Education* web site (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2004 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Participation in Education

The indicators in this section of *The Condition of Education* report trends in enrollments across all levels of education. There are 14 indicators in this section: 7, prepared for this year's volume, appear on the following pages, and all 14, including indicators from previous years, appear on the web (see Web Site Contents on the facing page for a full list of the indicators). Enrollment is a key indicator of the scope of and access to educational opportunities and a basic descriptor of American education. Changes in enrollment have implications for the demand for educational resources, such as qualified teachers, physical facilities, and funding levels required to provide a high-quality education for our nation's students.

The indicators in this section are organized into an overview section, in which enrollments are reported by age group, and a series of subsections organized by level of the education system. These levels are preprimary education, elementary and secondary education, undergraduate education, graduate and professional education, and adult learning. Adult learning includes formal education activities in which adults participate to upgrade their work-related skills, to change careers, or to expand personal interests.

The indicators in the first subsection compare rates of enrollment in formal education programs across age groups in the population and examine the extent to which changes in the enrollment of an age group are due to shifts in the group's enrollment rate and its population size. Population size fluctuates due to changes in birth rates, immigration, and other factors. Looking at trends in the enrollment rate of individuals in various age groups over time provides a perspective on how the role of education changes during the course of their lives.

Participation in center-based early childhood care and education programs, such as Head Start, nursery school, and prekindergarten, helps to prepare children for elementary school

or serves as child care for working parents. One new indicator on the following pages shows enrollments in the prekindergarten programs of public schools, and another earlier indicator, which appears on the web, shows trends in the rate of enrollment among 3- to 5-year-olds in center-based programs.

Elementary and secondary education provides knowledge and skills that prepare students for further learning and productive membership in society. Because enrollment at the elementary and secondary levels is mandatory, changes in enrollment are driven primarily by shifts in the size of the school age population. Postsecondary education provides students with opportunities to gain advanced knowledge and skills either immediately after high school or later in life. Because postsecondary education is voluntary, changes in total undergraduate enrollments reflect fluctuations in enrollment rates and the perceived availability and value of postsecondary education, as well as the size of college-age populations. Graduate and professional enrollments form an important segment of postsecondary education, allowing students to pursue advanced coursework in a variety of areas.

Some of the indicators in the subsections provide information about the background characteristics of the students who are enrolled and, in some cases, how these students are distributed across schools. For example, an indicator that appears on the web site shows the family characteristics of 5- to 17-year-olds, and another in this volume shows the concentration of enrollments in high-poverty and high-minority schools.

The indicators on participation in education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coellist/index.asp>.



All Ages

Enrollment Trends, by Age

Between 1970 and 2002, the enrollment rate increased among those ages 18 and above, when they are typically enrolled in postsecondary education. For example, the enrollment rate of those ages 20–21 increased from 32 percent in 1970 to 48 percent in 2002.

Changes in enrollment have implications for the demand for educational resources. Enrollments change due to fluctuations in population size and rates of enrollment. A shift in the rate of enrollment implies a change in the enrollment behavior of the population, which, in turn, may reflect changes in the perceived value of formal education or the time taken to complete degrees. Between 1970 and 2002, the enrollment rate of adults ages 18–34 increased (see supplemental table 1-1). After increasing from 1970 to 1977, the enrollment rate of youth ages 5–6 has remained stable. Among youth ages 7–13 and ages 14–17, enrollment rates were very high and remained stable. Among youth ages 3–4, the enrollment rate increased between 1970 and 2002, though that may be partly due to changes in the method of collecting these data.

Among youth ages 5–17, enrollment in elementary and secondary education is generally compulsory. As a result, the enrollment rate for these age groups is very high, with increases or decreases in the enrollment count reflecting fluctuations in the population. Public elementary and secondary enrollment declined in the 1970s

and early 1980s before increasing to an all-time high in 2002 (indicator 4).

At ages 18–19, youth are moving from secondary to postsecondary education or into the workforce. The enrollment rate among youth ages 18–19 increased from 48 percent in 1970 to 63 percent in 2002. Among youth in this age group, there has been an increase in the percentage enrolled in elementary/secondary education (from 10 to 18 percent) and the percentage enrolled in postsecondary education (from 37 to 45 percent).

Among those ages 20–34, when most people who are enrolled are in postsecondary education, both the enrollment rate and the enrollment count increased from 1970 to 2000 (indicator 6). The enrollment rate of adults ages 20–24 increased from 22 percent in 1970 to 34 percent in 2002. The enrollment rate also increased among older adults, ages 25–34, when most people have typically finished postsecondary education. Between 1970 and 2002, the enrollment rate of those ages 25–29 increased from 8 percent to 12 percent, and the enrollment rate of those ages 30–34 increased from 4 to 7 percent.

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

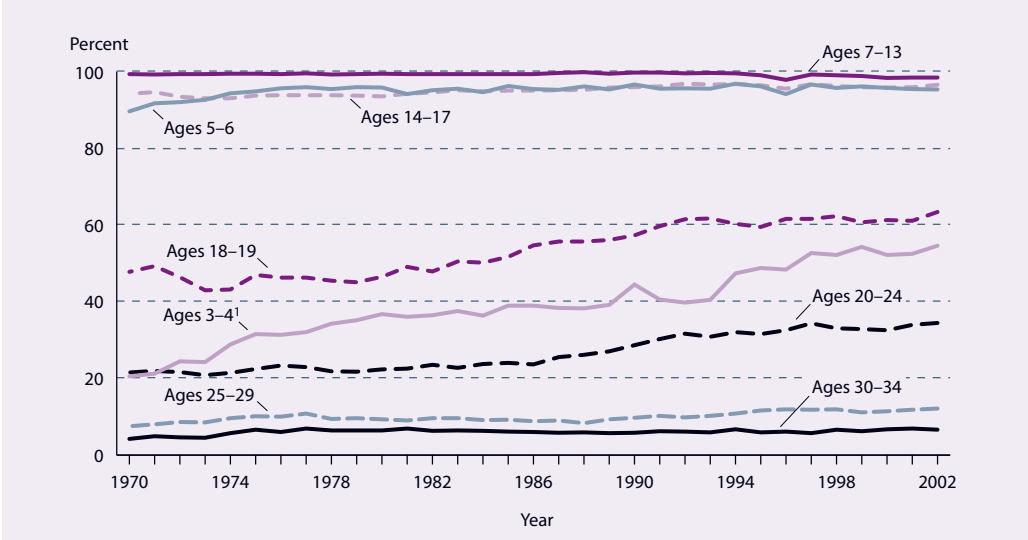
NOTE: Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night.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

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

FOR MORE INFORMATION:
Supplemental Notes 2,8
Supplemental Table 1-1



EDUCATION ENROLLMENT: Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2002





Preprimary Education

Prekindergarten in U.S. Public Schools

Thirty-five percent of public elementary schools had prekindergarten programs in 2000–01, serving over 800,000 children. Schools in the Southeast were more likely to have any prekindergarten programs and full-day programs than schools in other regions.

Participation in early childhood programs, such as prekindergarten, helps prepare children for school. In 2000–01, some 19,900 public elementary schools, or about 35 percent of all public elementary schools, offered prekindergarten classes (see supplemental table 2-1). Thirteen percent of public elementary schools offered full-day only classes, 19 percent offered half-day only classes, and 3 percent offered both full- and half-day classes. Schools in the Southeast were more likely than schools in other regions to offer prekindergarten classes. The majority of prekindergarten class offerings in the Southeast were full-day classes, while the majority of class offerings in the Northeast, Central, and West regions were half-day classes. Public schools with large enrollments (as defined by 700 or more students) and schools in central cities were more likely than schools with other enrollment sizes and in other locales to offer prekindergarten classes.

The greater the percentage of minority students enrolled in a school, the greater was the likelihood of the school having prekindergarten programs—from 27 percent of schools with less than 10 percent minority enrollment to

51 percent of schools with 75 percent or more minority enrollment. In addition, as the percentage of children eligible for free or reduced-price lunch increased, so did the percentage of schools offering prekindergarten—from 21 percent of low-poverty schools (less than 15 percent of children eligible for the school lunch program) to 51 percent of high-poverty schools (75 percent or more of children eligible).

There were 822,000 children in prekindergarten classes in public schools in 2000–01 (see supplemental table 2-2). The majority (68 percent) were 4 years old. Sixty-one percent of children in prekindergarten were eligible for free or reduced-price lunch. Among children in prekindergarten classes, 39 percent were in high-poverty public schools and 11 percent were in low-poverty schools. White children represented 81 percent of students in prekindergarten classes in low-poverty public schools, compared with 4 and 8 percent for Black and Hispanic students. Conversely, White children made up 22 percent of students in high-poverty schools, compared with 36 and 39 percent for Black and Hispanic children, respectively.

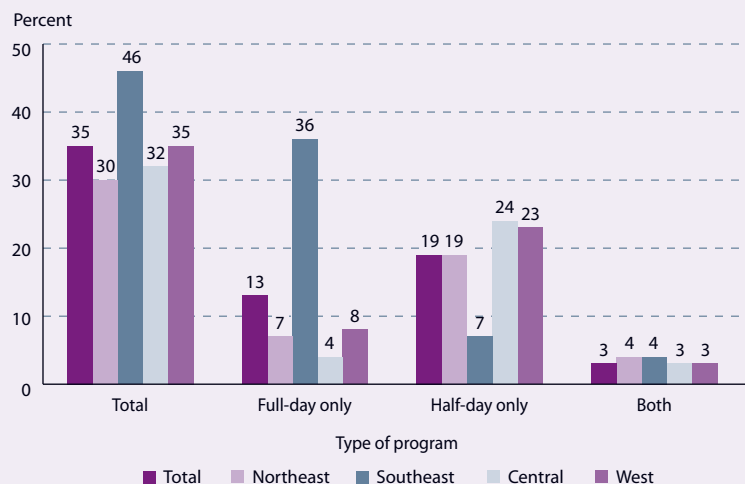
NOTE: Detail may not sum to totals because of rounding. Survey includes special education and regular elementary and combined schools. Public elementary school is defined as a school with a lowest grade less than or equal to grade 3 and a highest grade less than or equal to grade 8. Combined school is defined as containing both elementary and secondary grades (e.g., K–12 or 1–9). *Supplemental note 1* identifies the states in each region.

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



FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Tables 2-1, 2-2

PREKINDERGARTEN PROGRAMS: Percentage of public elementary schools with prekindergarten classes, by type of program and region: 2000–01





Elementary/Secondary Education

Trends in Full- and Half-Day Kindergarten

Enrollment among 4- to 6-year-olds in kindergarten increased from 1977 to 2001. During this period, the proportion of students enrolled in full-day kindergarten increased and by 1995 was larger than the proportion enrolled half day.

Total enrollment in kindergarten among children ages 4–6 increased from 3.2 million in 1977 to 4 million in 1992, before decreasing to 3.7 million in 2001 (see supplemental table 3-1). Similarly, the percentage of 4- to 6-year-olds attending kindergarten rose from 1977 to 1992, before declining to 31 percent in 2001. Age 5 was the most common age to be enrolled in kindergarten. Seventy-three percent of all 5-year-olds were enrolled in kindergarten in 2001, compared with 7 percent of 4-year-olds and 13 percent of 6-year-olds (see supplemental table 3-2).

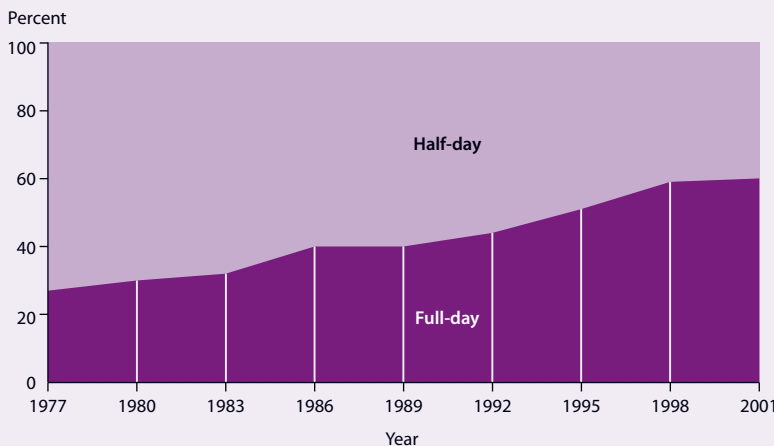
Between 1977 and 2001, a shift occurred in the type of kindergarten attended. In 1977, a higher percentage of children attended a half-day than a full-day program (73 vs. 27 percent). By 1995, this distribution had reversed, and in 2001, 40 percent of children ages 4–6 enrolled in kindergarten attended half day, compared with 60 percent attending full day.

In 2001, full-day kindergarten was generally more common than half-day kindergarten throughout different segments of the popula-

tion. There were some differences in attendance patterns by subgroups, however. For example, children ages 4–6 enrolled in kindergarten in the South were more likely to attend full-day kindergarten (78 percent) than children in the Northeast, Midwest, and West (60, 53, and 43 percent, respectively). Children in the West were the only group in which a higher proportion was enrolled in half-day than in full-day kindergarten (57 vs. 43 percent).

In addition, in 2001, Black kindergartners (76 percent) were more likely than their White (56 percent), Hispanic (60 percent), and Asian/Pacific Islander (57 percent) peers to be enrolled in full-day programs. Children in families with incomes less than \$50,000 were more likely to attend full-day kindergarten than children with higher family incomes. The type of school attended was also related to children’s enrollment. Sixty-eight percent of children ages 4–6 enrolled in private kindergartens attended a full-day program, compared with 59 percent of children in public kindergartens.

KINDERGARTEN ENROLLMENT: Percentage distribution of children ages 4–6 enrolled in kindergarten, by type of program: October selected years 1977–2001



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

FOR MORE INFORMATION:
Supplemental Notes 1,2
Supplemental Tables 3-1,3-2





Elementary/Secondary Education

Past and Projected Elementary and Secondary School Enrollments

Public elementary and secondary enrollment is projected to increase to 49.7 million in 2013. The West will experience the largest increase in enrollments.

Rising immigration—the total immigrant population nearly tripled from 1970 to 2000 (Schmidley 2001)—and the baby boom echo—the 25 percent increase in the number of annual births that began in the mid-1970s and peaked in 1990—are boosting school enrollment. After declining during the 1970s and early 1980s, enrollment in public schools for prekindergarten through grade 12 increased in the latter part of the 1980s and the 1990s, reaching an estimated 48.0 million in 2003 (see supplemental table 4-1). Enrollment is projected to be 48.2 million in 2004. Public enrollment for prekindergarten through grade 12 is projected to increase to an all-time high of 49.7 million in 2013. Public enrollment in prekindergarten through grade 8 is projected to decrease from 2003 through 2005 and then to increase through 2013, whereas public enrollment in grades 9 through 12 is projected to increase through 2007 and then to decrease.

The South has had larger enrollments than other regions in the United States over the past 35 years. During that time, the regional distribution of students in public schools changed, with the West and South increasing their share

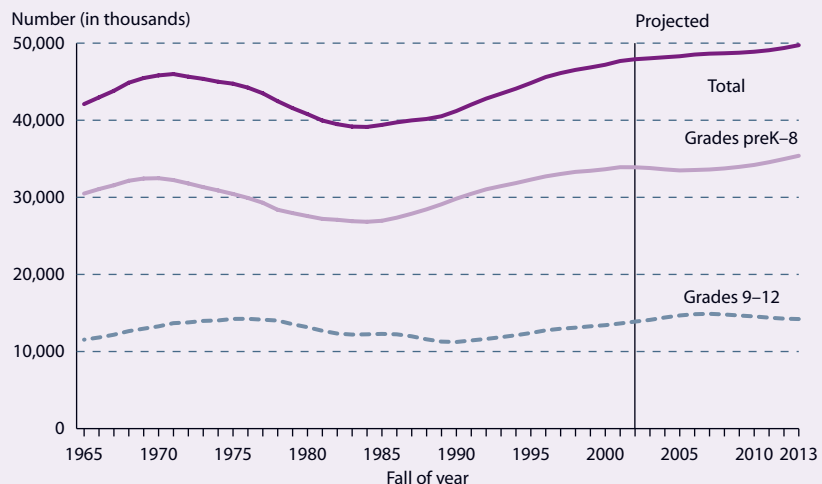
of total enrollment. Between 2003 and 2013, the West's share of total public enrollment will continue to increase. Over this period, public enrollment in prekindergarten through grade 12 is expected to decrease in the Northeast, to remain relatively stable in the Midwest, to increase from 17.3 million to 17.9 million in the South, and to increase from 11.6 million to 13 million in the West.

Private school enrollment for kindergarten through grade 12 increased from 4.7 million in 1989–90 to 5.1 million in 1999–2000 (see supplemental table 4-2). Between these years, enrollment in private schools increased in the South and West, while it remained stable in the Northeast and Midwest. Private school enrollment for kindergarten through grade 12 was highest in the South in 1999–2000, although the proportion of students enrolled in private schools compared with the total elementary and secondary enrollment in the region was higher in the Northeast and Midwest. Despite experiencing increases, the West had the fewest students and the smallest proportion of students in private schools in 1999–2000.

NOTE: Includes kindergarten and most prekindergarten enrollment.

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

SCHOOL ENROLLMENT: Public elementary and secondary enrollment in prekindergarten through grade 12 (in thousands), by grade level, with projections: Fall 1965–2013



FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Tables 4-1, 4-2
Schmidley 2001
NCES 98–039



Elementary/Secondary Education

Concentration of Enrollment by Race/Ethnicity and Poverty

Black and Hispanic 4th-graders are more likely than White 4th-graders to be in schools with high levels of students from low-income families and less likely to be in schools with low levels of students from low-income families.

Eligibility for the free or reduced-price lunch program provides a proxy measure of low-income family status. Forty percent of 4th-graders were eligible for the program in 2003, including 70 percent of Black students, 71 percent of Hispanic students, and 23 percent of White students (see supplemental table 5-1). This reflects a larger percentage of Black and Hispanic than White 4th-graders from low-income families in 2003.

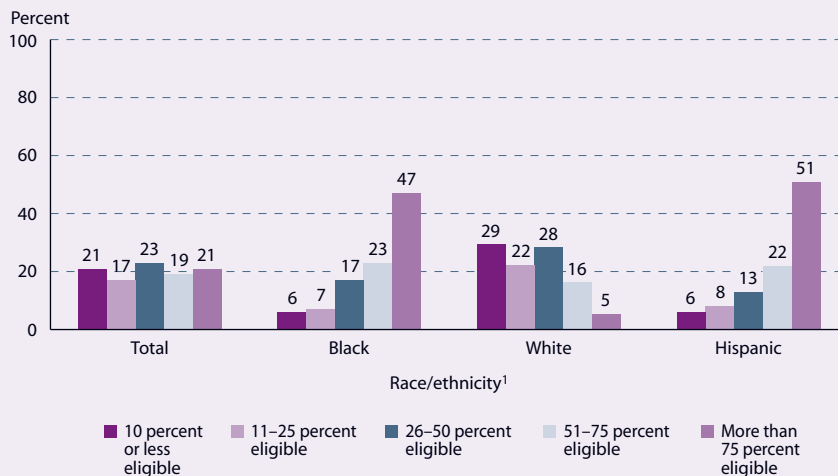
In addition to being more likely than White students to be from low-income families, Black and Hispanic students are more likely to be concentrated in high-poverty schools. As the proportion of Black and Hispanic students increases, so does the proportion of students in the school eligible for school lunch. For example, 6 percent of Black and Hispanic 4th-graders were in the lowest-poverty schools (those with 10 percent or less of the students eligible) in 2003, compared with 29 percent of White 4th-graders. In contrast, 47 percent of Black and 51 percent of Hispanic students were in the highest-poverty schools (those with more than 75 percent of the students eligible), compared with 5 percent of White students. Thus, Black and Hispanic 4th-

graders were more likely than White 4th-graders to attend schools with a majority of students from low-income families in 2003.

This situation also exists when taking into account the school's location. In 2003, Black and Hispanic 4th-graders were more likely than White 4th-graders to be eligible for the school lunch program in schools in central cities, urban fringe, and rural areas. In addition, within each location, Black and Hispanic students were more likely than White students to be concentrated in the highest-poverty schools. For example, within central city schools, 61 percent of Black and 64 percent of Hispanic students were in the highest-poverty schools, compared with 12 percent of White students.

In addition to being enrolled in schools with larger concentrations of students from low-income families, Black and Hispanic 4th-graders likely attend schools with high minority enrollment. For instance, 38 percent of Black and 39 percent of Hispanic 4th-graders attended schools in which 90 percent or more of the students were minorities in 2003 (see supplemental table 5-2).

POVERTY CONCENTRATION: Percentage distribution of 4th-graders by the percentage of students in the school eligible for free or reduced-price lunch, by race/ethnicity: 2003



¹Black includes African American and Hispanic includes Latino. Racial categories exclude Hispanic origin.

NOTE: Detail may not sum to totals because of rounding. The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch.

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

FOR MORE INFORMATION:

Supplemental Notes 1, 4
Supplemental Tables 5-1, 5-2

NCES 2003-008

NCES 2003-034





Undergraduate Education

Past and Projected Undergraduate Enrollments

In the next 10 years, undergraduate enrollment in 4-year institutions is projected to increase at a faster rate than in 2-year institutions and women's enrollment is expected to increase at a faster rate than men's.

Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased in the past three decades, and it is projected to increase throughout the next 10 years. These increases have been accompanied by changes in the attendance status of students, the type of institution attended, and the proportion of students who are women. The number of students enrolled both part time and full time, the number of students at 2- and 4-year institutions, and the number of male and female undergraduates are projected to reach a new high each year from 2004 to 2013 (see supplemental table 6-1).

In the past, more undergraduate students were enrolled full time than part time in degree-granting 2- and 4-year institutions. This pattern is expected to continue in the future. In the 1970s, part-time undergraduate enrollment increased at a faster rate than full-time undergraduate enrollment, but the majority of students were still enrolled full time. During the 1980s, growth slowed for both groups. In the 1990s, the rate of full-time undergraduate enrollment increased, while part-time undergraduate enrollment remained fairly

constant. In the next 10 years, full-time undergraduate enrollment is expected to increase at a faster rate than part-time enrollment.

More undergraduate students attended 4-year institutions than 2-year institutions. After strong growth in the 1970s, the rate of increase in undergraduate enrollment at 2-year institutions slowed in the 1980s and slowed still further in the 1990s. However, it is expected to increase again in the next 10 years. Four-year undergraduate enrollment has increased over the past three decades and is expected to increase at a faster rate than undergraduate enrollment in 2-year institutions in the next 10 years.

In 1978, the number of undergraduate women in degree-granting 2- and 4-year institutions exceeded the number of undergraduate men. Since the 1970s, women's undergraduate enrollment has increased faster than men's. In the next 10 years, men's undergraduate enrollment is projected to increase more than in the 1990s, but women's undergraduate enrollment is projected to grow at a faster rate.

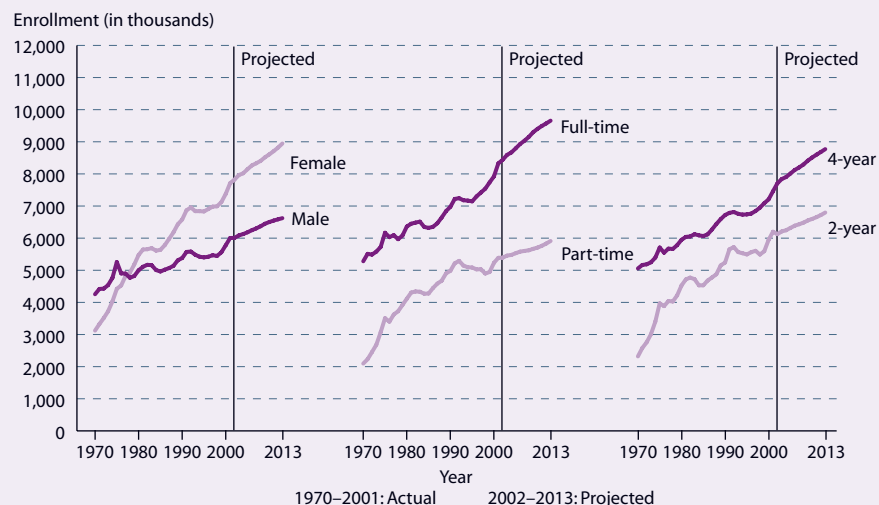
NOTE: Projections are based upon the middle alternative assumptions concerning the economy. For more information, see NCES 2004–013. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2003–060, pp. 509–512.

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



FOR MORE INFORMATION:
Supplemental Notes 3, 8
Supplemental Table 6-1

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





Adult Learning

Adult Participation in Work-Related Learning

Forty percent of adults ages 16 and above participated in adult education for work-related reasons in 2002–03. Educational attainment was positively associated with such participation.

In an age of rapid economic and technological change, work-related adult education can provide benefits for individuals and for society as a whole. People enroll in adult education courses and activities to learn new skills, to maintain and enhance existing skills, and to make themselves more productive and marketable.

In 2002–03, 40 percent of all persons ages 16 and above who are no longer in elementary or secondary school participated in some work-related adult education (see supplemental table 7-1). Adults were most likely to report taking formal work-related courses¹ and college or university degree programs for work-related reasons (33 and 9 percent of all persons ages 16 and above, respectively). Educational attainment was positively associated with participating in adult education for work-related reasons: those with higher levels of education were more likely to report taking adult education. Adults in professional or managerial occupations (70 percent) were more likely than adults in service, sales, or support (49 percent) or in trades (32 percent) to participate in adult education for work-related reasons. Asian/Pacific Islander adults (49 per-

cent) were more likely than White, Black, and Hispanic adults to take any work-related adult education activity. White and Black adults (41 and 39 percent, respectively) were more likely than their Hispanic peers (31 percent) to participate in any adult education.

Business or industry was the most common provider of work-related adult education, with 51 percent of participants involved in activities provided by business or industry in 2002–03 (see supplemental table 7-2). The next most common providers of work-related adult education were colleges/universities or vocational/technical schools (21 percent), government agencies, and professional or labor associations/organizations (19 percent each).

Among those taking formal work-related courses, 30 percent of adults took between 9 and 24 classroom hours, 27 percent took 8 hours or fewer, and 26 percent took 41 hours or more in 2002–03 (see supplemental table 7-3). A smaller proportion, 18 percent, took between 25 and 40 classroom hours.

Rounds to zero.

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

NOTE: The survey population includes civilian, noninstitutionalized individuals ages 16 and above who are not enrolled in elementary or secondary school. The survey defined work-related adult education as both formal and informal learning activities that are done for reasons related to work. Formal types of work-related adult education may include apprenticeships, formal work-related courses (e.g., training, workshops, or seminars), college or university degree or certificate programs for work-related reasons, and vocational/technical programs for work-related reasons. This analysis excludes informal learning (e.g., brown bag demonstrations, conferences, or self-paced study). Percentages of individual activities do not sum to the overall participation rate because individuals may have participated in multiple activities.

SOURCE: Kleiner, B., Carver, P., Hagedorn, M., and Chapman, C. (forthcoming). *Participation in Adult Education for Work-Related Reasons: 2002–2003* (NCES 2004–063), tables 1, 2, 3, and 4. Data from U.S. Department of Education, NCES, Adult Education for Work-Related Reasons Survey of the 2003 National Household Education Surveys Program (NHES) (AEWR–NHES:2003).

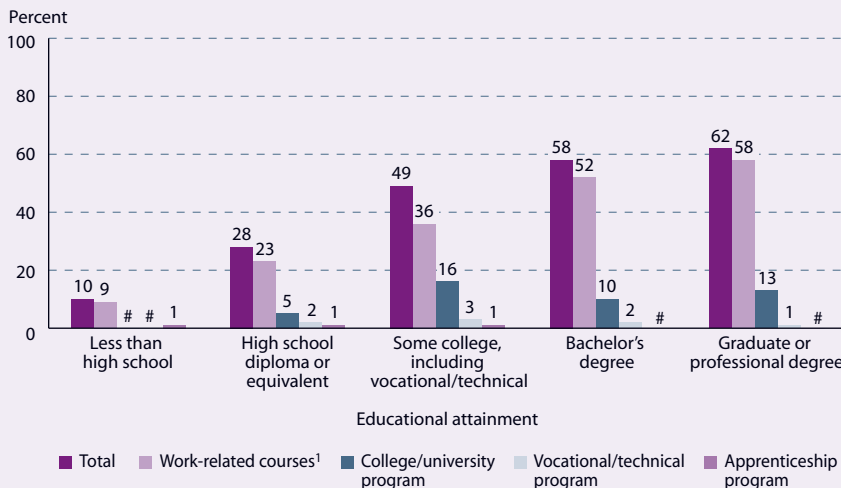
FOR MORE INFORMATION:

Supplemental Notes 1,3

Supplemental Tables 7-1, 7-2,7-3



ADULT EDUCATION: Percentage of persons ages 16 and above participating in work-related adult education in the past 12 months, by educational attainment and type of activity: 2002–03



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Section 2

Learner Outcomes



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This List of Indicators includes all the indicators in Section 2 that appear on *The Condition of Education* web site (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2004 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Learner Outcomes

The indicators in this section of *The Condition of Education* examine student achievement and other outcomes of education among students in elementary and secondary education, and among adults in the larger society when data are available. There are 17 indicators in this section: 7, prepared for this year's volume, appear on the following pages, and all 17, including indicators from previous years, appear on the web (see Web Site Contents on the facing page for a full list of the indicators). The indicators on student achievement show how students are performing on assessments in reading, writing, mathematics, and other academic subject areas, and the progress being made in improving their performance and closing their achievement gaps. The indicators in this section are organized into four subsections.

The indicators in the first subsection trace the gains in achievement and specific reading and mathematics skills of children through the early years of elementary education. The indicators in the second subsection report trends in student performance by age or grade in the later years of elementary education through high school.

Children enter school with varying levels of knowledge and skill. Measures of these early childhood competencies represent important indicators of students' future prospects both inside and outside of the classroom. As students proceed through school, it is important to know the extent to which they are acquiring necessary skills and becoming proficient in challenging subject matter. Academic outcomes are basically measured in three ways, although not necessarily using all three measures in an indicator: as the change in students' average

performance over time, as the change in the percentage of students achieving predetermined levels of achievement, and through international comparisons of national averages. Together, these measures, across indicators, help create a composite picture of academic achievement in U.S. schools.

In addition to academic achievement, there are culturally and socially desirable outcomes of education in the third subsection. One measure of these outcomes is an educated, capable, and engaged citizenry, which can be gauged by civic knowledge, community volunteerism, and voting participation. Other measures are patterns of communication and media use and the health status of individuals. One indicator on the following pages shows the association of education with health status. A new indicator on the following pages charts the extent to which young people may be experiencing difficulty in engaging in either school or work by showing the percentage who are neither enrolled nor employed.

The fourth subsection looks specifically at the economic outcomes of education. Economic outcomes refer to the likelihood of being employed, the salaries that employers are prepared to pay individuals with varying levels of skill and competence, the job and career satisfaction of employees, and other measures of economic well being and productivity.

The indicators on student achievement from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe/list/i2.asp>.



Early Childhood Outcomes

Students' Reading and Mathematics Achievement Through 3rd Grade

Children without family risk factors, such as poverty, experienced a larger gain in reading and mathematics mean scale scores than their peers from the start of kindergarten through 3rd grade.

The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 collects information on a cohort of children who began kindergarten in fall 1998 and follows them through spring 2004, when most will have completed grade 5. The study assesses children's achievement in reading, mathematics, and general knowledge as they progress through school. From fall 1998 through the end of 3rd grade in spring 2002, children's average reading scale score increased 81 points, from 27 to 108. The corresponding increase in mathematics was 63 points, from a scale score of 22 in fall 1998 to 85 in spring 2002¹ (see supplemental table 8-1).

The number of family risk factors (household below poverty level, non-English primary home language, mother's highest education less than a high school diploma/GED, and single-parent household) is negatively associated with children's achievement gains in reading and mathematics. As the number of family risk factors increased, children experienced smaller gains from the start of kindergarten through the end of 3rd grade in both subject areas. For example, children with no family risk factors had an average gain of 84 points in reading, compared with

a 73-point gain among children with 2 or more family risk factors (NCES 2004–007).

Also, Black children demonstrated smaller gains in reading and mathematics than White, Hispanic, and Asian/Pacific Islander children. Multivariate analysis shows the same patterns of differences after accounting for differences in the number of family risk factors as well as other selected characteristics (i.e., sex, kindergarten program type, and types of schools attended) (NCES 2004–007, p. 20). While race/ethnicity is related to the number of family risk factors (Zill and West 2001, p. 18), after accounting for the factors examined here, race/ethnicity and the number of family risk factors are independently related to children's gains in reading and mathematics.

At the start of kindergarten in both reading and mathematics, Black children had lower mean achievement scores than other racial/ethnic groups, and children with family risk factors had lower achievement scores than their peers with fewer risk factors. These achievement gaps grew wider from the start of kindergarten in fall 1998 to the end of 3rd grade in spring 2002.

¹The fall kindergarten to spring 3rd-grade reading scale gains ranged from 16 to 125 points, with a mean of 81 points and a standard deviation of 16.8 points, and the mathematics scale gains ranged from 17 to 104 points, with a mean of 63 points and a standard deviation of 13.7 points.

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

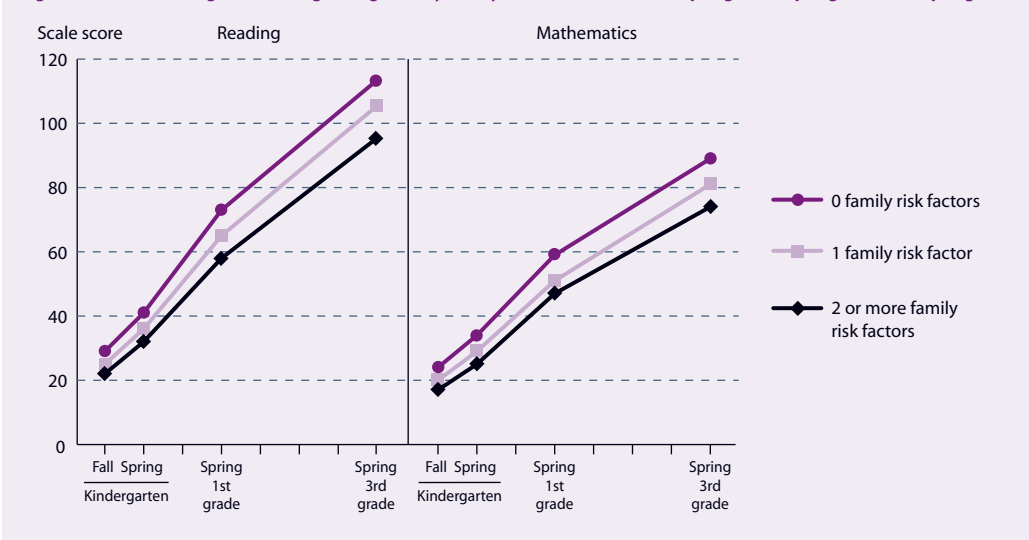
NOTE: The findings are based on children who entered kindergarten for the first time in fall 1998 and were assessed in fall 1998, spring 1999, spring 2000, and spring 2002. Estimates reflect the sample of children assessed in English in all assessment years (approximately 19 percent of Asian children and approximately 30 percent of Hispanic children were not assessed). The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) was not administered in spring 2001, when most of the children were in 2nd grade. Although most of the sample was in 3rd grade in spring 2002, 10 percent were in 2nd grade, and about 1 percent were enrolled in other grades. See supplemental note 3 for more information on ECLS-K.

SOURCE: Rathbun, A, and West, J. (forthcoming). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), tables A-4 and A-5. Data from U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten-First Grade Public-Use data file and Third Grade Restricted-Use data file, Fall 1998, Spring 1999, Spring 2000, and Spring 2002.

FOR MORE INFORMATION:
Supplemental Notes 1,3
Supplemental Table 8-1
NCES 2001–035



EARLY READING AND MATHEMATICS PERFORMANCE: Children's reading and mathematics scale scores for fall 1998 first-time kindergartners from kindergarten through 3rd grade, by family risk factors: Fall 1998, spring 1999, spring 2000 and spring 2002²





Academic Outcomes

Reading Performance of Students in Grades 4 and 8

While 8th-grade reading performance increased between 1992 and 2003, no difference was detected in the performance of 4th-graders.

The National Assessment of Educational Progress (NAEP) has assessed performance in reading in grades 4 and 8 in public and private schools since 1992, using the assessment reported here. The average reading scale score, which represents what students know and can do, of 4th-graders in 2003 was not significantly different from that in 1992. After decreasing in the late 1990s, the average score increased from 2000 to 2002, with the score in 2003 not significantly different from that in 2002. The average score of 8th-graders was higher in 2003 than in 1992 but decreased 1 point from 264 in 2002 to 263 in 2003.

Achievement levels, which identify what students should know and be able to do at each grade, provide another measure of student performance. The percentages of 4th- and 8th-graders performing at or above *Proficient* in reading were higher in 2003 than in 1992 (see supplemental table 9-1). The percentage of 8th-graders at or above *Basic* was higher in 2003 than in 1992. Scores at the 10th–90th percentiles reveal changes in the scale scores for lower- and higher-performing students. In 4th grade, scores at the 75th percentile were higher in 2003 than in 1992. There were increases in the student scores in grade 8 at the 10th–75th percentiles.

Certain subgroups outperformed others in reading in 2003. Females outperformed males in both grades (see supplemental table 9-2). White and Asian/Pacific Islander students had higher average scores than American Indian, Hispanic, and Black students in grades 4 and 8. Additionally, White students outperformed Asian/Pacific Islander students in grade 4, and Hispanic students outperformed Black students. The number of books in the home at both grades was positively associated with student achievement as was parents' education at grade 8. The level of poverty in the school, as measured by the percentage of students eligible for free or reduced-price lunch, was negatively associated with student achievement in both grades in 2003.

NAEP also provides a comparison of public schools among the states in grades 4 and 8. In grade 4, of the 42 states and jurisdictions that participated in 1992 and 2003, the average reading score increased in 13 and decreased in 5 (see supplemental table 9-3). In grade 8, of the 39 states and jurisdictions that participated in 1998 and 2003, 8 experienced an increase in achievement, and 7 experienced a decline.

*Significantly different from 2003.

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

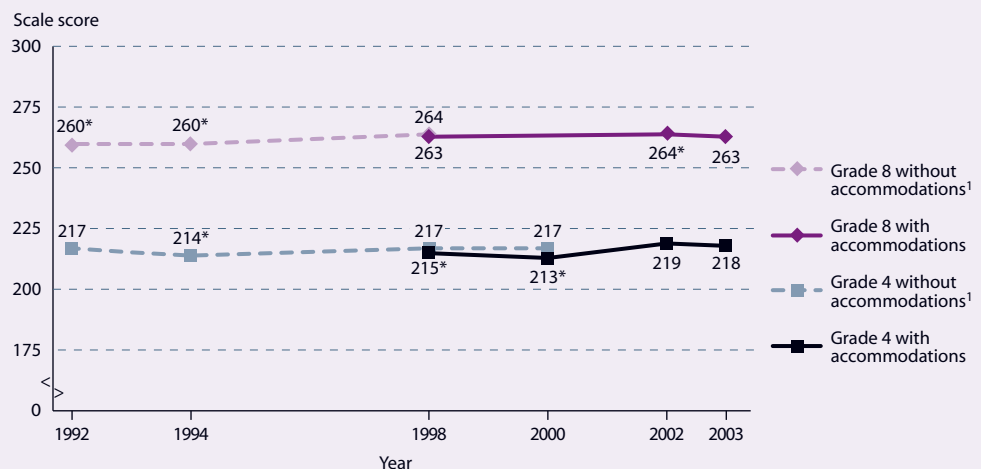
NOTE: In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Beginning in 2002, the NAEP national sample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

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



FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables 9-1,
9-2, 9-3

READING PERFORMANCE: Average reading scale scores for 4th- and 8th-graders: Selected years 1992–2003





Academic Outcomes

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

The writing performance of 4th- and 8th-graders improved between 1998 and 2002. Twenty-eight percent of 4th-graders, 31 percent of 8th-graders, and 24 percent of 12th-graders performed at or above the Proficient level in 2002.

The National Assessment of Educational Progress (NAEP) assessed the performance of 4th-, 8th-, and 12th-graders in public and private schools in writing in 1998 and 2002, using the assessment reported here. Average scale scores increased at grades 4 and 8 from 1998 to 2002. In contrast, no significant change was detected at grade 12 (see supplemental table 10-1).

Achievement levels, which indicate what students should know and be able to do, provide another way to assess performance. In 2002, 28 percent of 4th-graders, 31 percent of 8th-graders, and 24 percent of 12th-graders performed at or above the Proficient level in writing. The percentages of 4th-graders at or above Basic and Proficient and 8th-graders at or above Proficient were higher in 2002 than in 1998. The percentage of 12th-graders at or above Basic decreased over the period. Although only 2 percent of students in each grade performed at Advanced in 2002, at all three grades, the percentage represented an increase.

Average scores at selected percentiles provide another measure of achievement. At grade 4, writing scale scores increased at all percentile levels from 1998 to 2002. At grade 8, scale scores increased

at the 50th, 75th, and 90th percentiles, indicating performance gains for middle- to high-performing students. At grade 12, scores at the 10th and 25th percentiles decreased, while scores at the 90th percentile increased, indicating lower-performing students scored lower in 2002 than in 1998 and higher-performing students scored higher.

In 2002, writing performance differed among subgroups. Females outperformed males at all three grades (see supplemental table 10-2). Asian/Pacific Islander and White students had higher average scale scores than their Black and Hispanic peers at all three grades, and Asian/Pacific Islanders had higher average scores than Whites at grade 4. In addition, parental education was positively related to academic achievement in grades 8 and 12, and the percentage of students in a school eligible for free or reduced-price lunch was negatively related to student achievement at all three grades.

NAEP also provided a comparison of public school students by state and jurisdiction in 4th grade in 2002 and in 8th grade in 1998 and 2002. Of the 36 states and jurisdictions participating in grade 8 in 1998 and 2002, 16 showed score increases (see supplemental table 10-3).

WRITING PERFORMANCE: Percentage distribution of students performing at each writing achievement level, by grade: 1998 and 2002



*Significantly different from 2002.

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

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Writing 2002* (NCES 2003-529), table 2.1 and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

FOR MORE INFORMATION:
Supplemental Notes 1,4
Supplemental Tables 10-1,
10-2, 10-3





Academic Outcomes

Mathematics Performance of Students in Grades 4 and 8

The mathematics performance of 4th- and 8th-graders increased steadily from 1990 to 2003. For both grades, the average scale scores in 2003 were higher than in all previous assessments.

The National Assessment of Educational Progress (NAEP) has assessed performance in mathematics in grades 4 and 8 in public and private schools since 1990, using the assessment reported here. Average scale scores, which represent what students know and can do, for 4th- and 8th-graders were higher in 2003 than in all previous assessments. The average score in grade 4 increased from 226 in 2000 to 235 in 2003, and the average score in grade 8 increased from 273 to 278.

Achievement levels, which identify what students should know and be able to do at each grade, provide another measure of student performance. The percentages of 4th- and 8th-graders at or above *Basic* and *Proficient* and at *Advanced* in mathematics were higher in 2003 than in 1990 (see supplemental table 11-1).

Scores at the 10th through 90th percentiles reveal changes in the mathematics scale scores for lower- and higher-performing students. In both grade 4 and 8, student scores at each percentile level were higher in 2003 than in any previous assessment, except for the 75th and 90th percentiles at grade 8 in 2000 where accommodations were not permitted.

Certain subgroups outperformed others in mathematics in 2003. Males, on average, scored higher than females in grades 4 and 8 (see supplemental table 11-2). In both grades, Asian/Pacific Islander students had higher scores than White students, both groups of students achieved higher scores than Black, Hispanic, and American Indian students, and Hispanic and American Indian students outperformed Black students. In grade 8, student coursetaking and parents' education were positively associated with student achievement. The level of poverty in the school, as measured by the percentage of students eligible for free or reduced-price lunch, was negatively associated with student achievement in both grades in 2003.

NAEP also provides a state comparison of public schools in grades 4 and 8. In grade 4, all 42 states and jurisdictions that participated in 1992 and 2003 experienced an increase between the 2 years, and the national average increase for public schools was 15 points (see supplemental table 11-3). In grade 8, the average score for all 38 participating states and jurisdictions increased from 1990 to 2003, and the national average increase for public schools was 14 points.

*Significantly different from 2003.

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

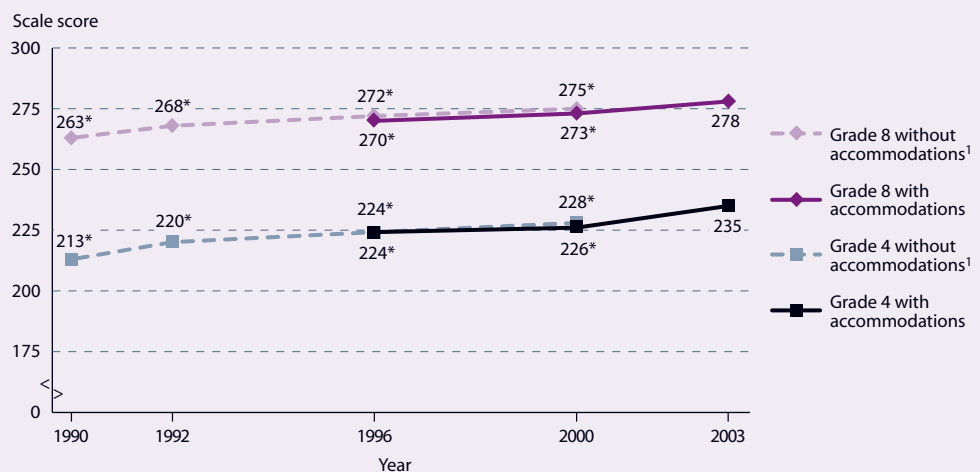
NOTE: In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. The NAEP national sample in 2003 was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. The 2003 mathematics assessment did not include students in grade 12. See supplemental note 4 for more information on the National Assessment of Educational Progress (NAEP).

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



FOR MORE INFORMATION:
Supplemental Notes 1,4
Supplemental Tables 11-1,
11-2, 11-3

MATHEMATICS PERFORMANCE: Average mathematics scale scores for 4th- and 8th-graders: Selected years 1990–2003





Social and Cultural Outcomes

Education and Health

The better educated a person is, the more likely that person is to report being in "excellent" or "very good" health, regardless of income.

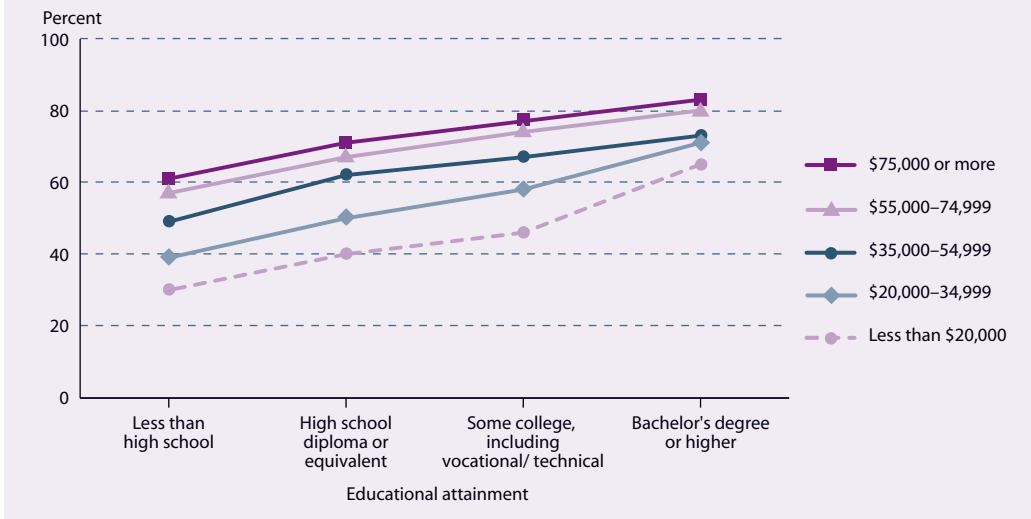
Education and health are positively related. In the National Health Interview Survey, the National Center for Health Statistics annually surveys people concerning their health. One question asks respondents to rate their own health. In 2001, the better educated a person was, the more likely that person was to report being in "excellent" or "very good" health. Among adults age 25 and above, 78 percent of those with a bachelor's degree or higher reported being in excellent or very good health, compared with 66 percent of those with some education beyond high school, 56 percent of high school completers, and 39 percent of those with less than a high school education (see supplemental table 12-1).

Family income, age, and poverty status are also related to health. The more family income a person has and the farther above the poverty level, the more likely that person is to report being in excellent or very good health. In 2001, 40 percent of people living below the poverty threshold reported being in excellent or very good health, compared with 46 percent of near-

poor (100–199 percent of poverty level) and 69 percent of nonpoor (twice the poverty level) people. Age is inversely related to health: as age increases, the likelihood of reporting being in excellent or very good health decreases.

Education remains positively related to health, independent of the relationship between health and either family income, age, or poverty status. For example, within each income range, people with a bachelor's degree or higher reported being in better health than people with some education beyond high school, who, in turn, reported being in better health than high school completers. Those with less than a high school education reported being less healthy than their peers with more education. In 2001, among all adults age 25 and above with a family income between \$20,000 and \$34,999, 72 percent with a bachelor's degree or higher reported being in excellent or very good health, compared with 58 percent of those with some education beyond high school, 50 percent of high school completers, and 39 percent of those with less than a high school education.

EDUCATION AND HEALTH: Percentage of the population age 25 and above who reported being in excellent or very good health, by educational attainment and family income: 2001



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, 2001, previously unpublished tabulation (October 2003).

FOR MORE INFORMATION:
Supplemental Notes 1,3
Supplemental Table 12-1
Bjorner et al. 1996
Lantz et al. 2001





Social and Cultural Outcomes

Youth Neither Enrolled nor Working

In 2003, 13 percent of all persons ages 16–24 were neither enrolled in school nor working, a decrease from 1986. The gap between the percentage of poor youth and others neither enrolled nor working decreased over this period.

This indicator provides information on the transitions of youth when most are finishing their education and joining the workforce. This is a critical period for young people as they are achieving their educational goals and choosing their career paths. In 2003, 13 percent of persons ages 16–24 were neither enrolled in school nor working, a decrease from 16 percent in 1986 (see supplemental table 13-1). A person may be not enrolled in school or working for many reasons, including the fact that they are looking for but are unable to find work or that they have left the workforce temporarily or permanently to start a family.

In 2003, the percentages of White and Asian/Pacific Islander youth not enrolled in school or working were lower than the percentages of Hispanic, Black, and American Indian youth. The percentage of Hispanic youth was lower than the percentages of Black and American Indian youth. Between 1986 and 2003, the percentages of Black, White, and Hispanic youth ages 16–24 who were not enrolled in school or working decreased, while the percentages of American Indian and Asian/Pacific Islander youth showed no clear trend between 1988 and 2003.

The percentage of youth neither enrolled nor working in 2003 was positively related to their poverty status. From 1986 to 2003, however, the rate among poor youth decreased more than the rate among “near poor”¹ while the rate for “nonpoor” youth showed no measurable change, thus narrowing the gap between poor youth and others. Education was also related to youth being neither enrolled nor working: in 2003, 44 percent of youth not currently in high school with less than a high school diploma were not enrolled or working, compared with 9 percent of those with a bachelor’s or higher degree. The percentage of youth neither enrolled nor working decreased from 1986 to 2003 among those not currently in high school who were not high school completers.

Females ages 16–24 were more likely than males to be neither enrolled in school nor working in 2003 (15 and 11 percent, respectively). The rate for females decreased from 1986 to 2003, while no change was detected for males. Age was also related to the rate at which youth were neither enrolled nor working: 3 percent of those ages 16–17 were neither enrolled nor working in 2003, compared with 18 percent of those ages 23–24.

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

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

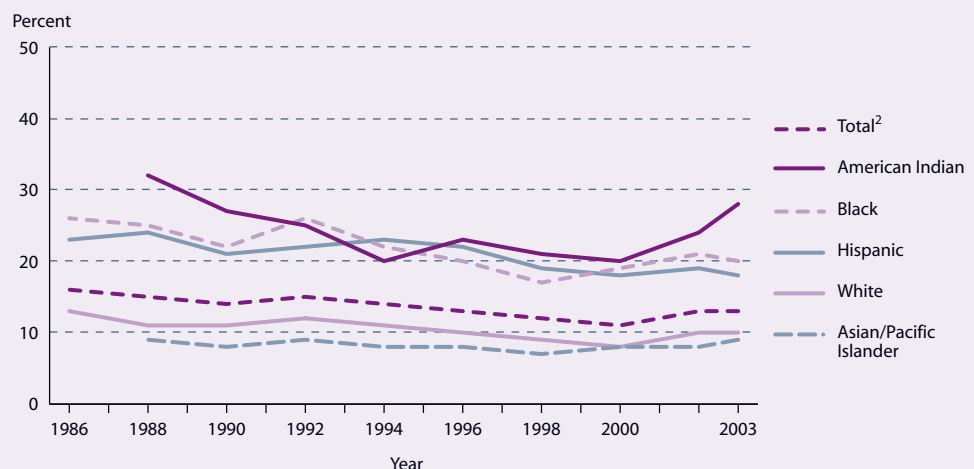
NOTE: In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for more information and for an explanation of the category “neither enrolled in school nor working.”

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



FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Table 13-1

YOUTH EMPLOYMENT: Percentage of persons ages 16–24 who were neither enrolled in school nor working, by race/ethnicity: Selected years 1986–2003





Economic Outcomes

Annual Earnings of Young Adults

The earnings of young adults with at least a bachelor's degree increased over the past 20 years relative to their counterparts with less education.

Full-time male and female workers ages 25–34 have lower median annual earnings in constant dollars in 2002 than in 1971 at all education levels, except those with a bachelor's or higher degree (see supplemental table 14-1). Among those with a bachelor's degree or higher, no significant difference in earnings was detected among males, and earnings were higher in 2002 than in 1971 among females.

For both males and females, earnings increase with education: full-time workers with at least a bachelor's degree have higher median earnings than those with less education. For example, in 2002, male college graduates earned 65 percent more than male high school completers¹ (see supplemental table 14-2). Females with a bachelor's or higher degree earned 71 percent more than female high school completers. Males and females who dropped out of high school earned 23 and 27 percent less, respectively, than male and female high school completers.

The median earnings of young adults who have at least a bachelor's degree declined in the 1970s relative to their counterparts who were

high school completers, before increasing between 1980 and 2002. Males with a bachelor's degree or higher had earnings 19 percent higher than male high school completers in 1980 and had earnings 65 percent higher in 2002. Among females, those with at least a bachelor's degree had earnings 34 percent higher than female high school completers in 1980, compared with earnings 71 percent higher in 2002.

Gaps in median earnings between male and female full-time workers ages 25–34 exist at all levels of educational attainment, but these gaps have narrowed. In 1971, for example, males earned 56 percent more than females, but by 2002 this percentage had declined to 18 percent (see supplemental table 14-3).

There is considerable variation in earnings within education levels. For example, in 2002, among males ages 25–34 with at least a bachelor's degree, those in the highest income quarter earned \$40,511 more than those in the lowest quarter (see supplemental table 14-4). The comparable gap for females was \$26,040.

¹Includes those who earned a high school diploma or a General Education Development (GED) certificate.

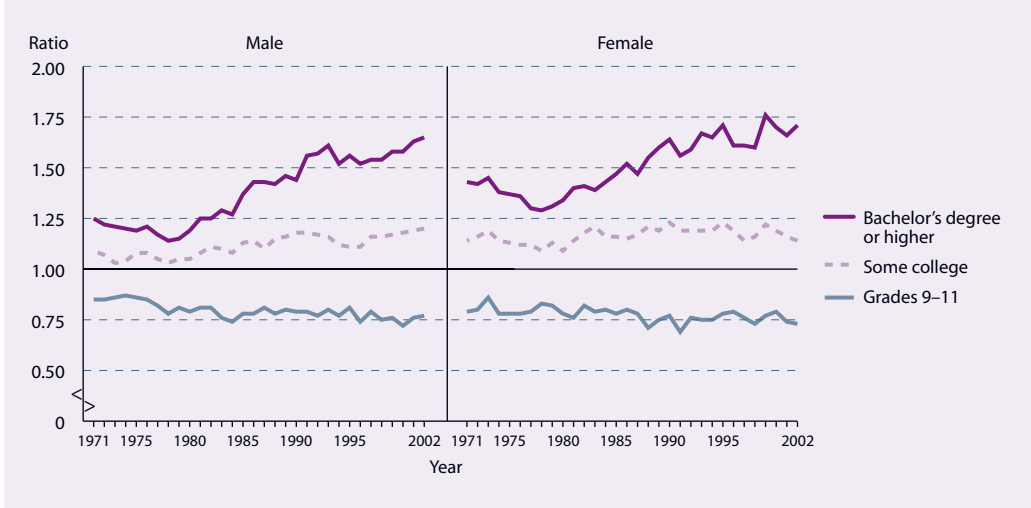
NOTE: The ratio in the graph is the median annual earnings of full-time, full-year workers ages 25–34 at a certain level of educational attainment divided by the median annual earnings of those who have completed high school. This ratio is most useful when compared to the ratio for high school completers (1.0). For example, the ratio of 1.65 for males in 2002 whose highest education level was a bachelor's or higher degree indicates that they earned 65 percent more than males who had a high school diploma or GED. The ratio of 0.73 for females in 2002 whose highest education level was grades 9–11 indicates that they earned 27 percent less than females who had a high school diploma or GED. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See supplemental note 2 for further discussion.

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

FOR MORE INFORMATION:
Supplemental Notes 2, 9
Supplemental Tables 14-1,
14-2, 14-3, 14-4



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



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Section 3

Student Effort and Educational Progress





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Section 3: Web Site Contents

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This List of Indicators includes all the indicators in Section 3 that appear on *The Condition of Education* web site (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2004 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Student Effort and Educational Progress

The indicators in this section of *The Condition of Education* report on the progress students make through the education system. There are 18 indicators in this section: 6, prepared for this year's volume, appear on the following pages, and all 18, including indicators from previous years, appear on the web (see Web Site Contents on the facing page for a full list of the indicators). Particular attention is paid to how various subgroups in the population proceed through school and attain different levels of education and what factors are associated with their success along the way.

The first two subsections consider the educational aspirations and expectations of students as precursors of their progress through the education system, and the levels of effort they devote to their studies and other activities. The main indicator of these aspirations is the postsecondary expectations of students as 10th-graders. The indicators in this subsection measure students' effort by their patterns of school attendance and the importance they attach to schooling for their future success. Students' use of time has also been described in past indicators.

The remaining subsections trace the progress of students through the education system in a series of stages. In the first stage, students progress through elementary and secondary education to graduation from high school or some alternate form of completion. The main indicator of this progress is the number of students who leave high school (drop out) before completion. Dropouts are measured by event rates (the percentage of students in an age range who leave school in a given year) and status rates (the percentage of students in an age range who are not enrolled in school and who have not completed high school). An indicator on

the following pages shows the event dropout rate by family income, and an indicator on the web site shows the status dropout rate by race/ethnicity.

Next *The Condition* examines the transition to college. The principal indicator of this stage is the percentage of students who make the transition to college within 1 year of completing high school. Other indicators consider how family background, educational risk factors, and other factors such as perceptions of the costs of attendance are associated with students' likelihood of enrolling in college. A new indicator on the following pages compares the rate of first-time enrollment in postsecondary education in the United States to the rates in other countries.

The fourth stage concerns the percentage of students who enter postsecondary education who complete a credential and how much time they take to do so. This stage also includes relationships between the qualifications and characteristics of students who enter postsecondary education and their success in completing a credential.

An overall measure of the progress of the population through the education system is attainment, which is the highest level of education completed by a certain age. The principal indicator of attainment in *The Condition of Education* is the level of attainment by those ages 24–29. Other indicators examine factors related to the level of attainment.

The indicators on student effort and educational progress from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coellist/i3.asp>.

Student Attitudes and Aspirations

Postsecondary Expectations of 10th-Graders

In 2002, 9 of 10 students in the 10th grade expected to participate in postsecondary education, and 8 of 10 expected to attain a bachelor's or higher degree.

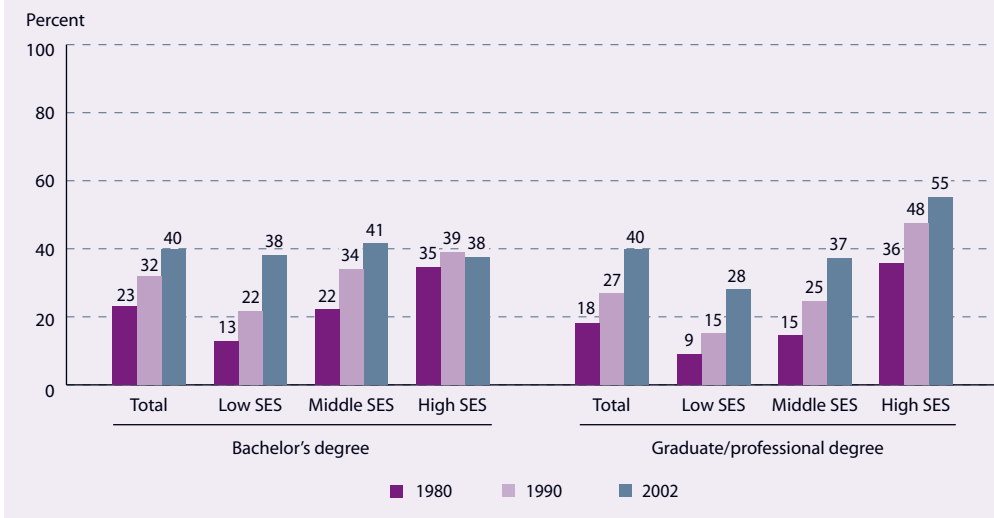
Forty percent of 10th-graders in 2002 expected to complete a bachelor's as their highest degree, and another 40 percent expected to attain a graduate or professional degree. About 11 percent expected some postsecondary education but less than a bachelor's degree (see supplemental table 15-1).

The proportions of 10th-graders who expected to attain bachelor's or higher degrees increased from 1980 to 1990 and again from 1990 to 2002. For example, the proportion of 10th-graders expecting to complete a bachelor's as their highest degree nearly doubled (from 23 to 40 percent), and the proportion aspiring to attain a graduate degree more than doubled (from 18 to 40 percent). The proportions expecting to attain less than a bachelor's degree correspondingly declined. In 1980, 27 percent of 10th-graders said they expected to complete no formal education beyond high school, compared with 9 percent in 2002. Similarly, in 1980, 33 percent expected to participate in postsecondary education but not earn a bachelor's degree, while 11 percent intended to do so in 2002.

Rising aspirations were notable among students from families with low socioeconomic status (SES). In 1980, about 13 percent of such students intended to earn a bachelor's degree, but this figure tripled (to 38 percent) in 2002. The proportion of low-SES students expecting to complete a graduate degree also tripled over this 22-year period (from 9 to 28 percent). In contrast to 1980, by 2002 there was no longer a statistically significant difference in the proportions of low- and high-SES students who expected to earn a bachelor's degree. In 2002, however, low-SES students were half as likely as their high-SES peers to expect to earn a graduate degree.

Many high school students hold high expectations that are not realized by subsequent attainment. Ten years after these 1990 10th-graders stated their expectations, 46 percent had some postsecondary experience but less than a bachelor's degree (compared with 30 percent who had expected that level), 26 percent had completed a bachelor's degree (versus 32 percent), and 3 percent had earned a graduate degree (versus 27 percent).¹

POSTSECONDARY EXPECTATIONS: Percentage of 10th-graders who expected to attain bachelor's or higher degrees, by socioeconomic status (SES): 1980, 1990, and 2002



¹U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

SOURCE: Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J.M., and Wu, S.-C. (1993). *America's High School Sophomores: A Ten Year Comparison* (NCES 93-087), table 6.1 (1980 and 1990 data) and previously unpublished tabulation (2002 data). Data from U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990"; and Education Longitudinal Study of 2002, Base Year (ELS:2002).

FOR MORE INFORMATION:
Supplemental Notes 3, 11
Supplemental Table 15-1





Elementary/Secondary Persistence and Progress

Event Dropout Rates by Family Income, 1972–2001

During the 1970s and 1980s, event dropout rates declined, but rates remained unchanged for all income groups during the 1990s.

Event dropout rates represent the percentage of students who drop out of high school each year. “Dropouts” are those who were enrolled in high school in October but 1 year later had not completed high school and were not enrolled in school. According to this definition, “not completing high school” means they had not earned a diploma or received an alternative credential.¹ In October 2001, 5 percent of students ages 15–24 had dropped out of school since the previous October.

Income is one of a number of factors that may be related to a student’s decision to drop out. Other factors that might be related include a number of individual, family, and school factors such as the student’s academic performance, family mobility, and the types of individuals that attend the student’s school (NCES 2004–057). For this indicator, family income is divided into three groups: the lowest 20 percent of all family incomes, the middle 60 percent, and the highest 20 percent.

During the 12 months ending in October 2001, high school students living in low-income fami-

lies dropped out of school at six times the rate of their peers from high-income families (see supplemental table 16-1). About 11 percent of students from low-income families (the lowest 20 percent) dropped out of high school; by comparison, 5 percent of middle-income students and 2 percent of students from high-income families did so.

Dropout rates on average and for each of these three income groups declined in the 1970s and 1980s. Since 1990, event dropout rates for all income groups have stabilized, with event dropout rates for low-income youth varying between 10 and 13 percent. Event dropout rates for students in middle- and high-income families have also shown no upward or downward trend since 1990, with rates fluctuating between 4 and 6 percent, and 1 and 3 percent, respectively.

Another dropout measure is the status dropout rate.² Since 1972, status dropout rates for Whites and Blacks ages 16–24 have declined, while rates for Hispanics have not decreased and remain higher than those for other racial/ethnic groups (NCES 2003–067, *indicator 17*).

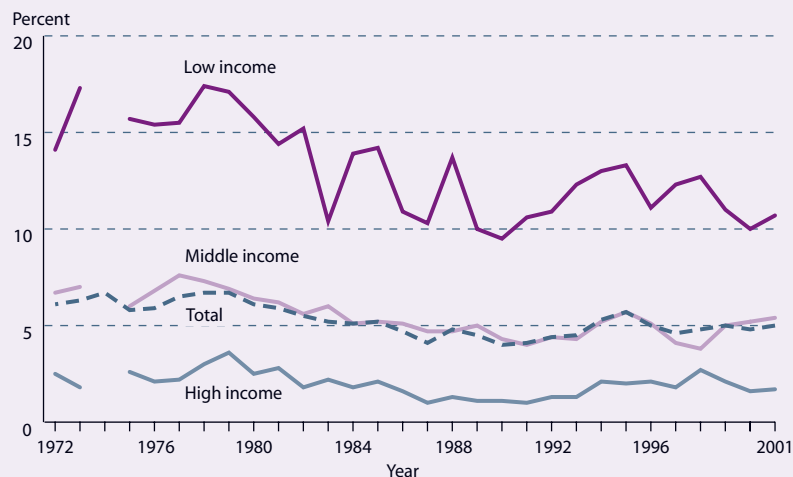
¹Such as one earned by passing the General Educational Development (GED) examination.

²The status dropout rate represents the percentage of an age group that is not enrolled in school and has not earned a high school diploma or equivalent (such as a GED).

NOTE: The numerator of the event dropout rate for 2001 is the number of people ages 15–24 surveyed in 2001 who were enrolled in high school in October 2000, were not enrolled in October 2001, and had not completed high school by October 2001. The denominator of the event rate is the sum of the dropouts (i.e., the numerator) plus the number of all people ages 15–24 who attended grades 10–12 in 2000 and were still enrolled in 2001 or had graduated or earned a high school credential. See *supplemental note 2* for a more detailed definition of family income. Data on family income are missing for 1974.

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

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



FOR MORE INFORMATION:
Supplemental Note 2
Supplemental Table 16-1

Transition to College

International Comparison of Transition to Postsecondary Education

First-time entry rates into programs that lead to a bachelor's or higher degree increased in many OECD-member countries from 1998 to 2001. In 2001, the U.S. rate was lower than the OECD country average.

Rates of entry into postsecondary education provide an indication of the degree to which a country's population is acquiring higher-level skills and knowledge. The Organization for Economic Cooperation and Development (OECD) calculates these rates for its member countries by adding the entry rates for each single year of age from 15 to 29 and for older students in 5-year age groups. Doing so promotes comparability across countries that have different typical entry ages.¹ In addition, the OECD distinguishes between postsecondary (or tertiary) programs that are based largely on theory and designed to prepare students for advanced research programs or high-skill professions (*tertiary-type A*) and those that focus on occupationally specific skills for direct entry into the labor market (*tertiary-type B*). In the United States, tertiary-type A programs are mostly offered at 4-year institutions and lead to bachelor's degrees. Tertiary-type B programs are often provided at community colleges and lead to associate's degrees.

Among the OECD countries with available data, the average first-time entry rate into tertiary-type A programs rose from 40 percent in 1998 to 47 percent in 2001 (see supplemental table 17-1). Increases occurred in 20 of the 22 OECD countries with data. In 2001, the U.S. first-time entry rate was 42 percent. Australia, Finland, Iceland, New Zealand, Norway, Poland, and Sweden had entry rates of 60 percent or more. Females had higher rates of entry into tertiary-type A programs than males in 19 of the 26 OECD countries, including the United States. In contrast, males had higher entry rates than females in a number of countries (e.g., Japan, Korea, Mexico, and Turkey).

In general, entry rates into tertiary-type B programs are lower than in type A programs. In 2001, the average first-time entry rate into tertiary-type B programs was 15 percent for the 23 OECD countries with data and 13 percent for the United States. Females in many OECD countries, including the United States, had higher entry rates into tertiary-type B programs than males.

TRANSITION TO POSTSECONDARY EDUCATION: First-time net entry rates into postsecondary (tertiary) education for the United States and the OECD country average, by program type and sex: 2001



¹For further details on the calculation of entry rates, see supplemental note 7.

NOTE: Entry rates for tertiary-type A and B programs cannot be combined to obtain the total tertiary-level entry rate because entrants into both types of programs would be double counted. For further details on the classification of postsecondary education programs used in this indicator, see supplemental note 7.

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

FOR MORE INFORMATION:

Supplemental Note 7

Supplemental Table 17-1





Postsecondary Persistence and Progress

Remediation and Degree Completion

Postsecondary students who take remedial reading are about half as likely as those who take no remedial courses to earn a degree or certificate.

Many students enter postsecondary education underprepared for college-level work. In fall 2000, some 76 percent of postsecondary institutions offered at least one remedial reading, writing, or mathematics course (NCES 2004–010).¹ Postsecondary transcripts of 1992 12th-graders who enrolled in postsecondary education between 1992 and 2000 show that 61 percent of students who first attended a public 2-year and 25 percent who first attended a 4-year institution completed at least one remedial course at the postsecondary level (see supplemental table 18-1). Students who first attended public 2-year institutions were more likely than their peers at 4-year institutions to enroll in a remedial reading course (18 vs. 5 percent) or one or two remedial mathematics courses (16 vs. 7 percent).

Despite assistance offered through remediation, students enrolled in remediation are less likely to earn a degree or certificate. Regardless of the combination of remedial coursework, students who completed any remedial courses were less likely to earn a degree or certificate than students who had no remediation. While 69 percent of 1992 12th-graders who had not enrolled in any postsecondary remedial courses earned a

degree or certificate by 2000, 30 to 57 percent of those who had enrolled in one or more remedial courses had earned a formal award, depending on the types and amount of remediation.

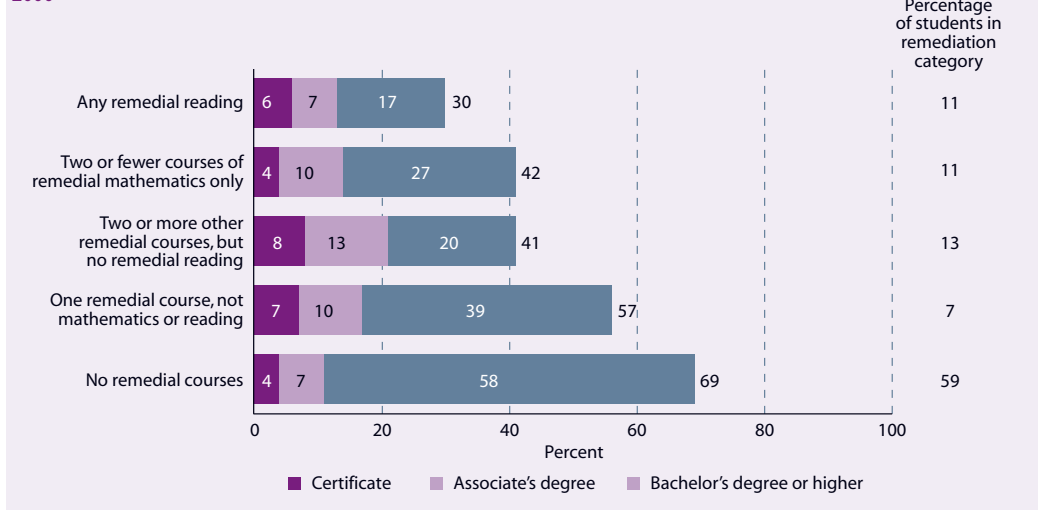
The need for remedial reading appears to be the most serious barrier to degree completion: it is associated with more total remedial coursework and with lower rates of degree attainment than other remedial course-taking patterns. Students who took any postsecondary remedial reading were less likely than their peers who took one or two remedial mathematics courses only or just one remedial course (not mathematics or reading) to complete a bachelor's degree or higher (17 vs. 27 and 39 percent, respectively). They were also less likely than their peers who took any other combination of remedial courses to have earned a formal award (30 vs. 41 to 57 percent) within 8 years of high school graduation. Enrollment in remedial reading is also associated with higher rates of total remediation. Fifty-one percent of students who took any remedial reading enrolled in four or more remedial courses, compared with 31 percent of students who took any remedial mathematics (see supplemental table 18-2).

¹Includes all Title IV degree-granting 2- and 4-year institutions that enrolled freshmen.

NOTE: Data consist of all 12th-graders who subsequently were known participants in postsecondary education. Detail may not sum to totals because of rounding. The estimates in this indicator differ from those in *indicator 31* because the populations differ. This indicator examines a cohort (1992 12th-graders who enrolled in postsecondary education) while *indicator 31* deals with entering freshmen of all ages in 2000.

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, table 7.3. Available at: <http://preview.ed.gov/rschstat/research/pubs/prinindicat/index.html>. Data from U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

EDUCATIONAL ATTAINMENT OF REMEDIAL COURSETAKERS: Among 1992 12th-graders who enrolled in postsecondary education, percentage who earned a specific degree or certificate, by type and intensity of postsecondary remedial coursework: 2000



FOR MORE INFORMATION:
 Supplemental Notes 1, 3, 6, 8
 Supplemental Tables 18-1,
 18-2
 NCES 2004–010

Postsecondary Persistence and Progress

Trends in Undergraduate Persistence and Completion

While bachelor's degree completion rates have been steady over time, the likelihood of still being enrolled with no degree at the end of 5 years has increased.

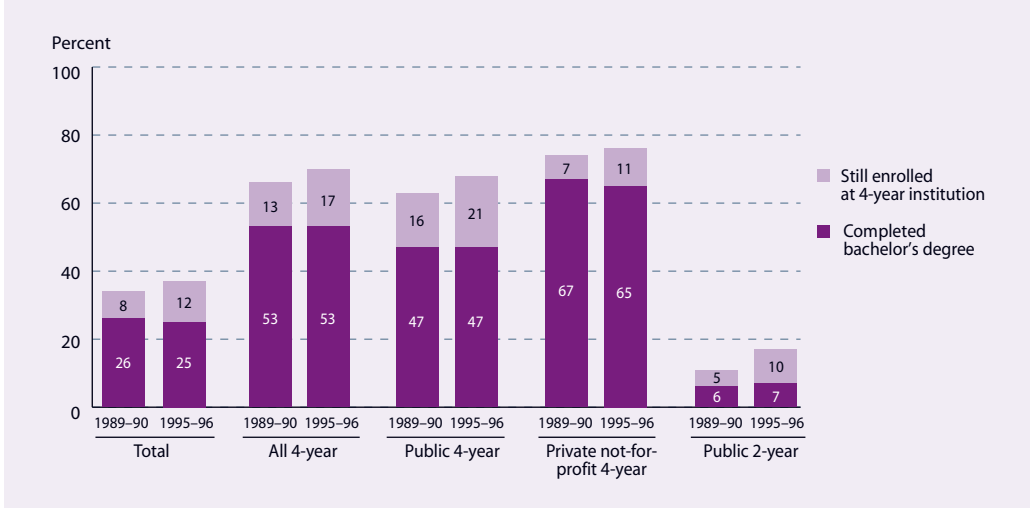
Recent analyses of data based on high school seniors in 1972, 1982, and 1992 suggest that U.S. students' access to college has increased over the last three decades, but rates of completion have not changed (Barton 2002; Adelman 2004). This indicator compares students (regardless of age) who enrolled in postsecondary education for the first time in 1989–90 with those who began in 1995–96. Among students who started at a 4-year college or university, 53 percent of both cohorts had completed a bachelor's degree at the end of 5 years. However, the later cohort was more likely than the earlier one to have no degree but still be enrolled (17 vs. 13 percent) and also less likely to have left postsecondary education without a degree (20 vs. 24 percent) (see supplemental table 19-1). The remaining students either earned an associate's degree or vocational certificate or were enrolled at a 2-year or less-than-2-year institution.

Among students who first enrolled in a public 2-year college, the likelihood of being enrolled in a 4-year institution at the end of 5 years also increased (from 5 to 10 percent). That is, for students who started at a community college, those

who began in 1995–96 were more likely than their counterparts who started in 1989–90 to be still enrolled and working toward a bachelor's degree after 5 years. At the same time, however, community college students who first enrolled in 1995–96 were less likely than their peers who first enrolled in 1989–90 to have acquired a vocational certificate (9 vs. 13 percent).

Considering all students, regardless of where they started, the likelihood of being enrolled in a 4-year institution at the end of 5 years increased for students at all income levels, for both men and women, and for White students (see supplemental table 19-2). A similar apparent increase for other racial/ethnic groups could not be confirmed statistically. At the same time, no measurable differences were detected in the bachelor's degree completion rates for any of these groups. In other words, although students in the later cohort were not more successful than those in the earlier cohort in earning a bachelor's degree within 5 years, they were more likely to be still enrolled in a 4-year institution if they had not completed their undergraduate education.

FIVE-YEAR UNDERGRADUATE COMPLETION AND PERSISTENCE: Percentage of 1989–90 and 1995–96 beginning postsecondary students who had completed a bachelor's degree or were still enrolled in a 4-year institution at the end of 5 years, by type of first institution and year first enrolled



NOTE: Total includes private not-for-profit 2-year and less-than-2-year institutions and public less-than-2-year institutions.

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

FOR MORE INFORMATION:

Supplemental Notes 1,3,8
Supplemental Tables 19-1, 19-2

Adelman 2004

Barton 2002





Completions

Degrees Earned by Women

Women have earned more than half of all bachelor's degrees every year since 1981–82. They still trail men in certain fields but have made substantial gains since 1970–71.

Women earn a greater number and proportion of bachelor's degrees than they did 30 years ago. Between 1970–71 and 2001–02, the number of bachelor's degrees that women earned more than doubled, from 364,100 to 742,100 (see supplemental table 20-1). Women earned 43 percent of all bachelor's degrees in 1970–71, but every year since 1981–82, they earned at least half of all bachelor's degrees awarded (NCES 2003–060, table 246). In 2001–02, women were awarded 57 percent of all bachelor's degrees.

Some traditionally female-dominated fields remain so. Women earned a majority of the bachelor's degrees awarded in health professions and related sciences, education, English language and literature/letters, and visual and performing arts in both 1970–71 and 2001–02. In each field, the percentage of degrees awarded to women either increased or remained about the same.

In other fields (psychology, social sciences and history, communications, biological sciences/life sciences, and business), women earned less than half of the bachelor's degrees awarded in 1970–71 but earned at least half by 2001–02. The greatest gains generally occurred between 1970–71 and 1984–85, particularly in business, but the propor-

tion of degrees awarded to women continued to grow between 1984–85 and 2001–02.

In 2001–02, women earned less than half of the bachelor's degrees in the traditionally male-dominated fields of mathematics (47 percent), agriculture and natural resources (46 percent), physical sciences (42 percent), computer and information sciences (28 percent), and engineering (21 percent). Nonetheless, women have made substantial gains in all these fields since 1970–71, particularly between 1970–71 and 1984–85.

Women have also made gains at the graduate level. In 2001–02, women earned 59 percent of master's degrees, compared with 50 percent in 1984–85 and 40 percent in 1970–71. At the doctoral level, women earned 46 percent of all degrees in 2001–02, up from 34 percent in 1984–85 and 14 percent in 1970–71. Women earned less than half of master's and doctoral degrees in agriculture and natural resources, mathematics, business, physical sciences, computer and information sciences, and engineering but have made substantial gains in all of those fields over the past 30 years (see supplemental tables 20-2 and 20-3).

¹Includes other fields not shown separately.

NOTE: Based on data from all degree-granting institutions. See *supplemental note 10* for more detail.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), tables 246, 276–297 and (forthcoming) *Digest of Education Statistics 2003* (NCES 2004–024), tables 265, 268, and 271. Data from U.S. Department of Education, NCES, 1969–86 Higher Education General Information Survey (HEGIS), “Degrees and Other Formal Awards Conferred” and 1987–2002 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:87–02), fall 2002.

BACHELOR'S DEGREES: Percentage of bachelor's degrees earned by women and change in the percentage earned by women from 1970–71 to 2001–02, by field of study: 1970–71, 1984–85, and 2001–02

Field of study	1970–71	1984–85	2001–02	Change in percentage points		
				1970–71 to 1984–85	1984–85 to 2001–02	1970–71 to 2001–02
Total¹	43.4	50.7	57.4	7.4	6.7	14.1
Health professions and related sciences	77.1	84.9	85.5	7.8	0.6	8.4
Education	74.5	75.9	77.4	1.3	1.5	2.9
English language and literature/letters	65.6	65.9	68.6	0.3	2.7	3.0
Visual and performing arts	59.7	62.1	59.4	2.4	-2.7	-0.3
Psychology	44.4	68.2	77.5	23.7	9.3	33.1
Social sciences and history	36.8	44.1	51.7	7.3	7.6	14.9
Communications	35.3	59.1	63.5	23.8	4.4	28.2
Biological sciences/life sciences	29.1	47.8	60.8	18.7	13.0	31.7
Business	9.1	45.1	50.0	36.0	4.9	40.9
Mathematics	37.9	46.2	46.7	8.3	0.5	8.8
Physical sciences	13.8	28.0	42.2	14.2	14.2	28.4
Computer and information sciences	13.6	36.8	27.6	23.2	-9.2	14.0
Agriculture and natural resources	4.2	31.1	45.9	26.9	14.8	41.6
Engineering	0.8	13.1	20.7	12.3	7.6	19.9



FOR MORE INFORMATION:
Supplemental Notes 3, 10
Supplemental Tables 20-1,
20-2, 20-3

Section 4

Contexts of Elementary and Secondary Education





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This List of Indicators includes all the indicators in Section 4 that appear on *The Condition of Education* web site (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2004 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Contexts of Elementary and Secondary Education

The indicators in this section of *The Condition of Education* measure salient features of schooling and schools. There are 19 indicators in this section: 8, prepared for this year's volume, appear on the following pages, and all 19, including indicators from previous years, appear on the web (see Web Site Contents on the facing page for a full list of the indicators).

The first feature of schooling and schools is the number and level of academic courses taken by students. The major source of data on these courses used in *The Condition of Education* are high school transcripts, which are collected as part of the National Assessment of Educational Progress (NAEP) and some of the longitudinal surveys conducted by NCES. These transcripts show the numbers of students who took courses at different academic levels in major subject areas of the school curriculum.

Other features include the academic background of teachers and classroom instruction. Two measures considered in *The Condition of Education* are the extent to which students are taught by “out-of-field teachers” (teachers without a major or certification in the subject they teach) and the content of instruction in 8th-grade mathematics and science. The indicators that address the latter measure include results from intensive studies of videotapes of statistically representative samples of science and mathematics classrooms in the United States compared with results from other countries. New indicators on the following pages present findings from a recent video study of science classrooms and compare the extent of out-of-field teaching in high-poverty versus low-poverty schools and high-minority versus low-minority schools.

Another aspect of schooling is the availability of special programs serving the particular educational needs of special populations. Two indicators in *The Condition of Education* address this subject: one on alternative schools and the other on the mainstreaming of students with disabilities. Both of these indicators are on the web.

School choice provides parents with the opportunity to choose a school for their children beyond the assigned school, but there are several different forms of choice. Parents may choose a private school, they may live in a district that offers choice among public schools, or they may select a school by moving into that school's community. An indicator on the following pages provides information on all three of these aspects of choice.

Another feature of the contexts of elementary and secondary schools is the climate for learning. This climate can be shaped by different factors in the school environment, including the influence of principals, the size of the school, and students' perception of their physical security and freedom from violence. Indicators in all three areas are included in *The Condition of Education*, both in this volume and on the web.

Other school resources may also come into play. One resource considered in the following pages is “other staff” employed in the schools, which includes guidance counselors and various kinds of instructional aides and specialists.

The indicators on the contexts of elementary and secondary education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe/list/i4.asp>.

Coursetaking and Standards

Trends in Science and Mathematics Coursetaking

The percentage of high school graduates who had completed advanced courses in science and mathematics increased between 1982 and 2000.

Student achievement is related to the academic level of coursework that students complete, controlling for various school and background factors (Chaney, Burgdorf, and Atash 1997; Berends, Lucas, and Briggs forthcoming). This indicator shows the trends between 1982 and 2000 in the highest level of science and mathematics coursework that high school graduates completed. This indicator can be viewed only as a proxy measure of change in student coursework because the content and instructional methods of high school courses with similar descriptions can vary across classes and schools, as well as over time.

Since the early 1980s, when states began to increase the number of required courses to receive a high school diploma (NCES 95–029, table 151), the percentage of high school graduates completing advanced coursework in science and mathematics has increased. In 1982, 35 percent of high school graduates had completed advanced science coursework (i.e.,

at least one course classified as more challenging than general biology); this percentage had increased to 63 percent by 2000 (see supplemental table 21-1). Most of this increase is attributable to increases in the rates at which graduates completed chemistry I and/or physics I because the percentage who had completed at least one course of either chemistry II, physics II, or advanced biology increased only from 15 to 18 percent between 1982 and 2000.

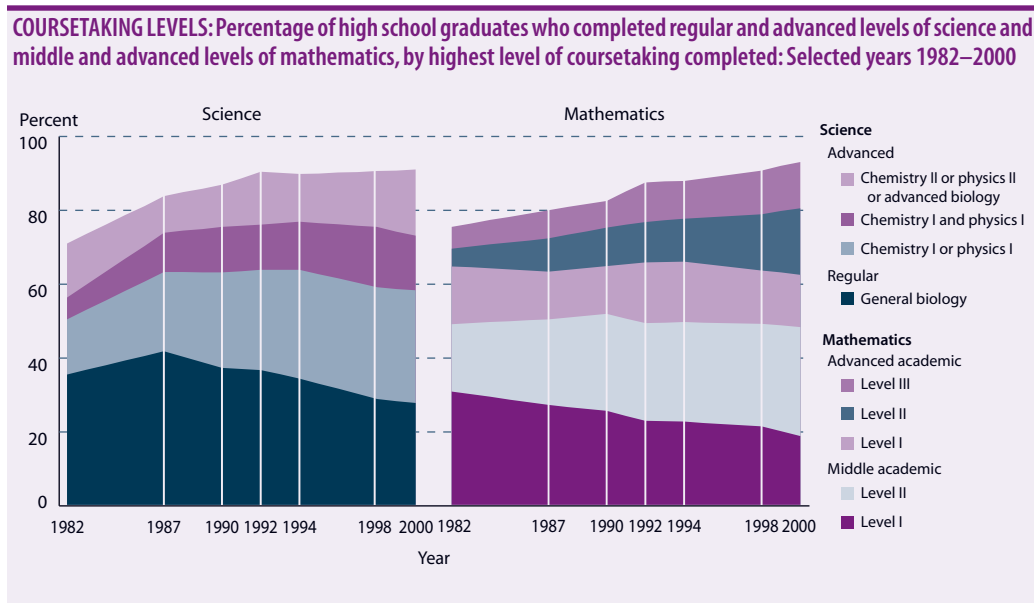
The percentage of high school graduates who had completed courses in advanced academic mathematics (i.e., completed at least one course classified as more challenging than algebra II and geometry I) increased from 26 percent in 1982 to 45 percent in 2000 (see supplemental table 21-2). Moreover, the percentage who had completed advanced level II (i.e., precalculus or an introduction to analysis) more than tripled (from 5 to 18 percent). The percentage who had completed advanced level III (i.e., a course in calculus) doubled (from 6 to 13 percent).

NOTE: Not displayed are the percentages of graduates who completed no or low academic science and mathematics courses. See supplemental note 6 for details on the science and mathematics course-taking levels. See supplemental note 3 for more information on the High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80) and the National Education Longitudinal Study of 1988 (NELS:88). See supplemental note 4 for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Educational Progress (NAEP), selected years, 1987–2000 High School Transcript Studies (HSTS).

FOR MORE INFORMATION:

Supplemental Notes 3, 4, 6
 Supplemental Tables 21-1, 21-2
 NCES 95–029, 2004–455
 Berends, Lucas, and Briggs forthcoming
 Chaney, Burgdorf, and Atash 1997





Coursetaking and Standards

Student Characteristics in Science and Mathematics Coursetaking

Asian/Pacific Islander high school graduates and private school graduates complete advanced levels of science and mathematics coursework at higher rates than their peers.

Trends in coursetaking since 1982 indicate that the proportions of high school students completing advanced academic courses in science and mathematics have increased (*indicator 21*). Unlike measures of total course credits completed in high school, these trends show changes in the academic level of courses completed. These trends, however, do not reveal which students are taking academically challenging courses. This indicator highlights differences among high school graduates in 2000 who completed advanced courses in science and mathematics.

Among 2000 graduates, females were more likely to have completed some advanced science coursework than males. Within the top two levels of advanced science coursetaking, however, the rates at which males and females completed advanced courses were not significantly different from each other (see supplemental table 22-1). Also, the rates at which males and females completed some advanced mathematics courses were not significantly different from each other, but females completed level II advanced academic mathematics courses (i.e., precalculus or an introduction to analysis) at higher rates than males (see supplemental table 22-2).

Asian/Pacific Islanders were more likely than graduates of any other race/ethnicity to have completed advanced science and mathematics courses. Whites were more likely to have completed advanced mathematics courses than Blacks, Hispanics, and American Indians. No measurable differences were found between the rates at which Whites, Blacks, and Hispanics completed advanced science courses.

Private school graduates were more likely than public school graduates to have completed advanced courses in science and mathematics. High school graduates who had completed the Core curriculum or higher were more likely to have completed advanced science and mathematics courses than those who had not completed this curriculum. Among those who had completed the curriculum, however, 20 percent had not completed advanced science courses and 40 percent had not completed advanced mathematics courses.

No differences were detected between the rates at which graduates from small schools (enrollment less than 300), moderate-sized schools (enrollment of 300–999), and large schools (enrollment more than 999) completed advanced courses in science and mathematics.

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

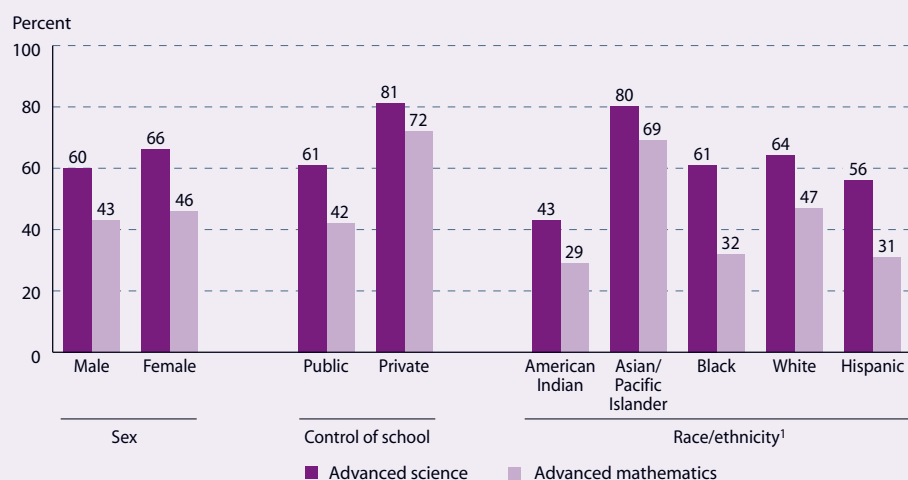
NOTE: See supplemental note 6 for details on the science and mathematics coursetaking levels. To meet the requirements of the Core curriculum, students must complete at least 4 years of English and 3 years each of science, mathematics, and social studies. See supplemental note 4 for more information on the National Assessment of Educational Progress (NAEP).

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



FOR MORE INFORMATION:
Supplemental Notes 4, 6
Supplemental Tables 22-1,
22-2
NCES 2004-455

DIFFERENCES IN COURSETAKING: Percentage of spring 2000 high school graduates who had completed advanced academic courses in science and mathematics, by selected student and school characteristics



Learning Opportunities

Instructional Approaches to 8th-Grade Science

In 46 percent of U.S. science lessons, 8th-graders conducted experiments or other practical activities. In 31 percent, 8th-graders collected and recorded data from those activities.

The 1999 Third International Mathematics and Science Study included a Videotape Study of 8th-grade science classes in Australia, the Czech Republic, Japan, the Netherlands, and the United States. The study used nationally representative class samples to examine the differences and similarities in how science is taught. This indicator examines aspects of how teachers organize lessons to support science learning.

Some teachers organize science content to encourage students to make connections among experiences, ideas, and explanations; others present content as facts, definitions, or problem-solving algorithms to be learned. Japanese science lessons were more likely to provide opportunities for 8th-graders to make connections than to focus on facts; Czech, Dutch, and U.S. lessons were more likely to focus on facts than on making connections. No difference was detected in focus among Australian lessons.

One way teachers help students make connections is through hands-on, practical activities.¹ Engaging students this way is strongly emphasized in Japanese and U.S. curriculum and standards documents, moderately emphasized

in those of Australia and the Netherlands, and minimally emphasized in those of the Czech Republic.² To some degree the observations of students engaged in practical work in the videotaped lessons appear to correspond with these different curricular emphases.

The percentage of science lessons in which 8th-graders conducted practical activities ranged widely, from 23 percent in the Czech Republic to 74 percent in Australia (see supplemental table 23-1). In 46 percent of U.S. science lessons, students conducted experiments, a greater proportion than in the Czech Republic but a smaller one than in Australia. Lessons also varied in the extent students were engaged in the process of scientific inquiry, from developing a hypothesis, through recording observations, to interpreting data. In 31 percent of U.S. science lessons, 8th-graders were asked to collect and record their observations as data, a greater proportion than in the Czech Republic (8 percent), but a smaller one than in Australia and Japan (62 and 59 percent, respectively). Likewise, students were asked to interpret their data in 31 percent of U.S. science lessons, within the range of 20 to 56 percent in the other countries.

#Reporting standards not met (too few cases).

¹Practical activities include both traditional laboratory experiments and other hands-on interactions with objects, such as building models, classifying materials, drawing observations of objects, producing and observing phenomena, or designing and testing technological solutions to problems.

²American Association for the Advancement of Science 1990, 1993; Australian Education Council 1994; Dutch Ministry of Education 1998; Goto 2001; National Research Council 1996; and Nelesovska and Spalcilova 1998.

NOTE: Totals represent the percentage of lessons that included at least one segment of students doing practical activities independently.

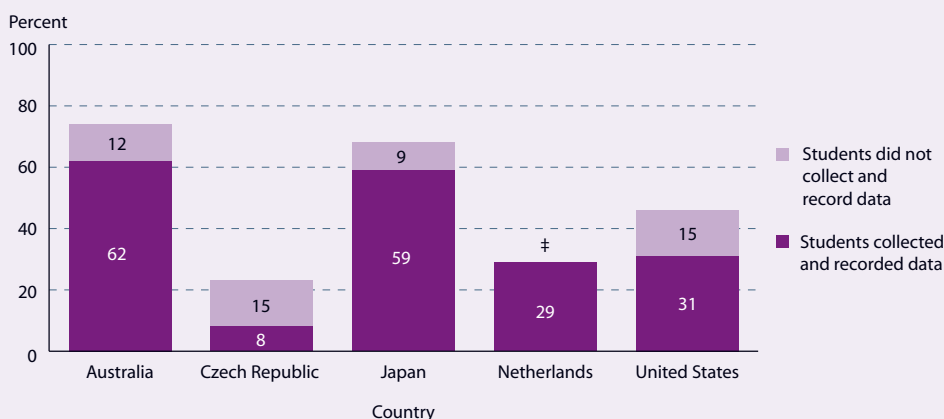
SOURCE: U.S. Department of Education, NCES. (forthcoming). *Teaching Science in Five Countries: Results From the TIMSS 1999 Video Study* (NCES 2004–015). Data from U.S. Department of Education, NCES, Third International Mathematics and Science Study (TIMSS) Video Study, 1999.

FOR MORE INFORMATION:

Supplemental Note 5
Supplemental Table 23-1



PRACTICAL SCIENTIFIC WORK: Percentage of 8th-grade science lessons with student-conducted experiments or other practical activities, by the percentage of lessons in which students collected and recorded data as part of those activities, by country: 1999





Learning Opportunities

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

In 1999–2000, high school grade students in high-minority and high-poverty public schools were more often taught English, science, and mathematics by out-of-field teachers than their peers in low-minority and low-poverty public schools.

Some researchers hypothesize that teachers' subject matter knowledge is associated with learning in the classroom. These researchers have found that students learn more from mathematics teachers who majored in mathematics than from teachers who did not (Goldhaber and Brewer 1997) and more from science and mathematics teachers who studied teaching methods in the subject they teach than from those who did not (Monk 1994; Goldhaber and Brewer 2000). These findings have prompted further examinations of "out-of-field" teachers (i.e., teachers who have neither a major nor certification in the subject they teach). Previous research has found that students in the middle grades are more likely than students in high schools to have out-of-field teachers (see NCES 2003–067, *indicator 28*). This indicator shows the proportion of middle and high school grade students in high-poverty and high-minority public schools who were taught by out-of-field teachers in selected subjects in 1999–2000.¹

At the high school grade level, students in high-poverty schools were more likely to be taught English, science, and mathematics by an out-of-field teacher than students in low-poverty schools. The same held true for students in high-minority schools compared with students in low-minority schools. No measurable difference was detected in social studies (see supplemental tables 24-1, 24-2, 24-3, and 24-4).

By contrast, in the middle grades, the only difference detected was that students in low-minority schools were more likely to be taught social studies by an out-of-field teacher than students in high-minority schools (16 vs. 7 percent). There were no other measurable differences detected among students in high-minority and high-poverty public schools and their peers in low-minority and low-poverty public schools in English, science, social studies, and mathematics.

¹The data used for this analysis are from a nationally representative sample of full- and part-time teachers rather than of students. Thus, this indicator presents the percentage of the sampled set of middle and high school grade teachers' students who are in classes with a teacher teaching outside his or her field. For ease of presentation, this percentage will be referred to as the percentage of students who are taught by an out-of-field teacher.

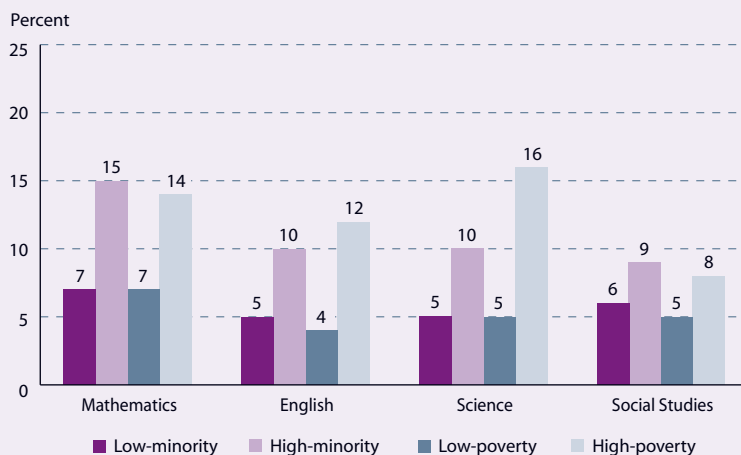
NOTE: Major refers to a teacher's primary fields of study for a bachelor's, master's, doctorate, first-professional, or education specialist degree. Major field can be an academic or education major. "High-minority" refers to schools in which 75 percent or more of their enrollments are minority students; "low-minority" refers to schools with a minority enrollment of less than 10 percent. "High-poverty" refers to a school in which 75 percent or more of students are eligible to participate in the federal free or reduced-price lunch program, a common proxy measure of poverty; "low-poverty" refers to schools in which less than 10 percent of students are eligible to participate in this program. See *supplemental note 7* for more information on poverty.

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



FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Tables 24-1,
24-2, 24-3, 24-4
NCES 2002–603, 2003–067
Goldhaber and Brewer 1997, 2000
Monk 1994

OUT-OF-FIELD TEACHERS: Percentage of public high school students taught selected subjects by teachers without certification or a major in the field they teach, by minority concentration and school poverty: 1999–2000



School Choice

Parental Choice of Schools

The percentage of children whose parents enrolled them in chosen public schools increased between 1993 and 2003. Differences in parents' choice of public school are related to grade level, region, and race/ethnicity.

Between 1993 and 2003, the percentage of students in grades 1–12 attending a “chosen” public school (a public school other than their assigned public school) increased from 11 to 15 percent, while the percentage attending assigned public schools decreased from 80 to 74 percent (see supplemental table 25-1). The percentages of students attending private schools also increased during this period (0.9 percentage points for private church-related schools and 0.8 percentage points for private not church-related schools); these increases, however, were smaller than the increase in the percentage of students attending chosen public schools. This indicator examines the availability of public school choice programs and the students who attend chosen public schools, as reported by parents.¹

When asked whether they could send their child to a chosen public school, the parents of 51 percent of students reported having such a choice (see supplemental table 25-2). Not all students’ parents, however, were equally likely to report that they had this choice. For instance, parents of students in grades 9–12 were more likely to report having choice over their child’s

public school than parents of students in grades 1–5 (54 vs. 50 percent). The same was true for parents of students in the West compared with those in the Northeast and South (61 vs. 39 and 47 percent, respectively).

Among students whose parents reported having public school choice, approximately 27 percent attended a chosen public school, while 65 percent attended their assigned school. In addition, students in grades 1–5 were more likely to attend a chosen public school than students in grades 9–12 (30 vs. 25 percent). The same was true for Black students compared with White or Hispanic students (42 vs. 22 and 27 percent, respectively), and for students in the South compared with students in the Midwest (30 vs. 22 percent).

Another way in which parents can choose schools is to move to a neighborhood so that their children can attend a particular school. In 2003, the parents of 24 percent of students reported that they moved to their current neighborhood so that their children could attend their current school (see supplemental table 25-3).

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

NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Detail may not sum to totals because of rounding.

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

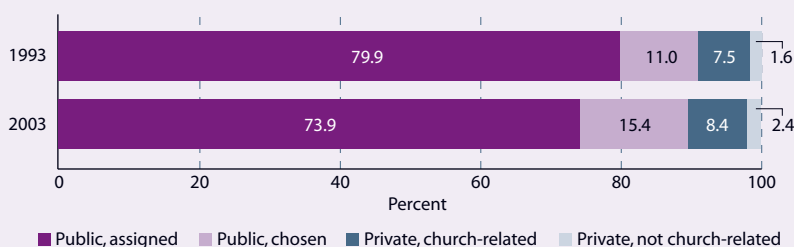
FOR MORE INFORMATION:

Supplemental Notes 1,3
Supplemental Tables 25-1,
25-2,25-3

NCES 2003–031



DIFFERENCES IN PARENTAL CHOICE: Percentage distribution of students in grades 1–12, by type of school: 1993 and 2003



Type of school	1993	2003	Percentage point difference	Percent change
Public, assigned	79.9	73.9	-6.0	-7.5
Public, chosen	11.0	15.4	4.4	40.0
Private, church-related	7.5	8.4	0.9	12.0
Private, not church-related	1.6	2.4	0.8	50.0



School Characteristics and Climate

Characteristics of School Principals

Private elementary and secondary school principals are more likely to report a high degree of influence over curriculum and performance standards than their public school counterparts.

Research shows that principals can influence the quality of a school’s educational effort (Tucker and Coddling 2002; Chubb and Moe 1990). This indicator examines the distribution of principals by various demographic and professional characteristics, including their perceived influence over issues of school governance, using data collected in 1999–2000.

The majority of principals in U.S. elementary schools are female; the majority of secondary school principals are male. At both levels, principals are most likely to be White and to have a master’s degree, to be between the ages of 50 and 54, and to have taught between 10 and 19 years before becoming a principal, relative to other age and experience groupings, respectively (see supplemental tables 26-1 and 26-2).

At both the elementary and secondary levels, principals in public and private schools differ by their demographic characteristics and teaching experience. At both these levels, private schools were more likely than public schools to have principals age 55 and above and more likely to employ principals with 3 or fewer years of prior teaching experience.

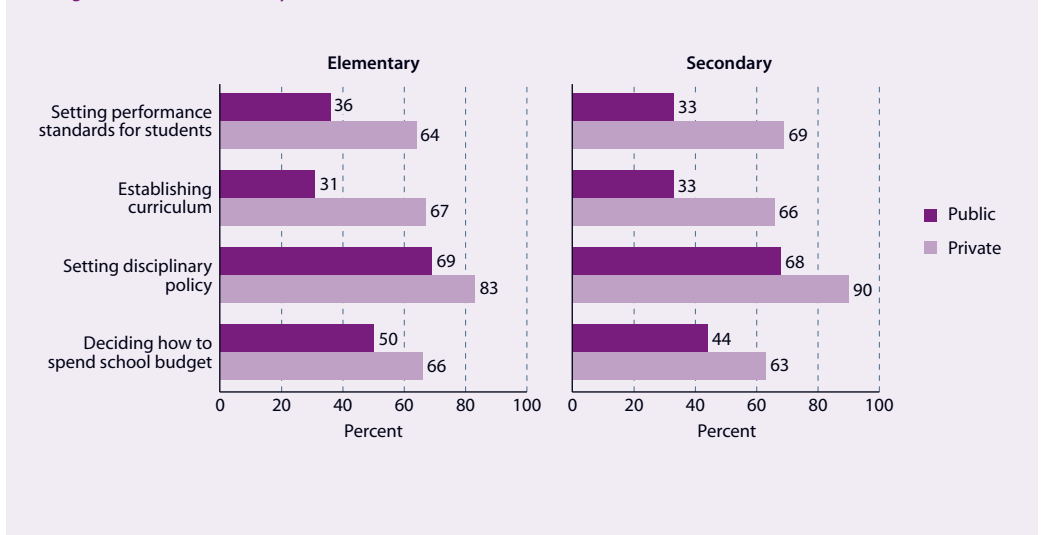
Principals’ perceptions of their own influence over a number of school governance functions also vary by the level and control of the school. For example, compared with their public school counterparts, private elementary school principals were more likely to report having a high degree of influence over establishing curriculum (67 vs. 31 percent), setting disciplinary policies (83 vs. 69 percent), and setting performance standards for students (64 vs. 36 percent) (see supplemental table 26-3). For the same governance functions, differences in the same direction were found at the secondary level as well.

What principals do on a daily basis also varies by the level and control of the school. For example, 49 percent of public elementary school principals reported that they supervised and evaluated faculty and staff every day, compared with 32 percent of principals at private elementary schools (see supplemental table 26-4). In addition, 84 percent of public secondary school principals reported that they maintained the physical security of students, faculty, and staff as an everyday professional activity, compared with 69 percent of principals at private secondary schools.

NOTE: Data exclude principals of combined elementary and secondary schools and are only for principals, not assistant principals.

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

PRINCIPAL INFLUENCE: Percentage of principals who reported that they have a high degree of influence over specific school governance functions, by school level and control: 1999–2000



FOR MORE INFORMATION:

Supplemental Note 3

Supplemental Tables 26-1, 26-2, 26-3, 26-4

NCES 95–780; NCES 96–840; NCES 97–455; NCES 2003–060, table 85

Chubb and Moe 1990; Tucker and Coddling 2002

Other School Resources

High School Guidance Counseling

The goals that public high school guidance programs emphasize vary according to school size and location.

In 2002, the National Center for Education Statistics conducted a survey about guidance counseling in public high schools. This indicator draws on the survey’s findings to provide a description of guidance staff and the various goals their programs emphasize.

Among schools included in the survey, there was an average of 284 students for every guidance counselor, including counselors who were employed full and part time (see supplemental table 27-1). This number varied with certain school characteristics. For example, the number of students per counselor increased (from 150 to 365) as school size increased from small (less than 400 students) to very large (2,000 or more students). Schools with the lowest minority enrollment (less than 10 percent) and schools in rural areas had a lower number of students per counselor than did other schools.

The survey asked schools how much their guidance programs emphasize four goals: helping students plan and prepare for their work roles after high school, helping students with personal growth and development, helping students plan

and prepare for postsecondary schooling, and helping students with their academic achievement in high school. Among these goals, helping students with their academic achievement was the most emphasized goal at the schools surveyed: 48 percent emphasized this goal foremost (see supplemental table 27-2). In comparison, 26 percent of schools reported that the primary emphasis of their guidance program is to help students plan and prepare for postsecondary schooling, 17 percent to help them with personal growth and development, and 8 percent to help them plan and prepare for their work roles after high school.

The primary emphasis of guidance programs also varied by the characteristics of the school. For example, schools located in a city or urban fringe were more likely than rural schools to make helping students with their academic achievement their primary emphasis. The smallest schools (those with less than 400 students) were more likely than larger schools (those with 1,200 students or more) to report that their primary emphasis was on helping students plan and prepare for postsecondary schooling.

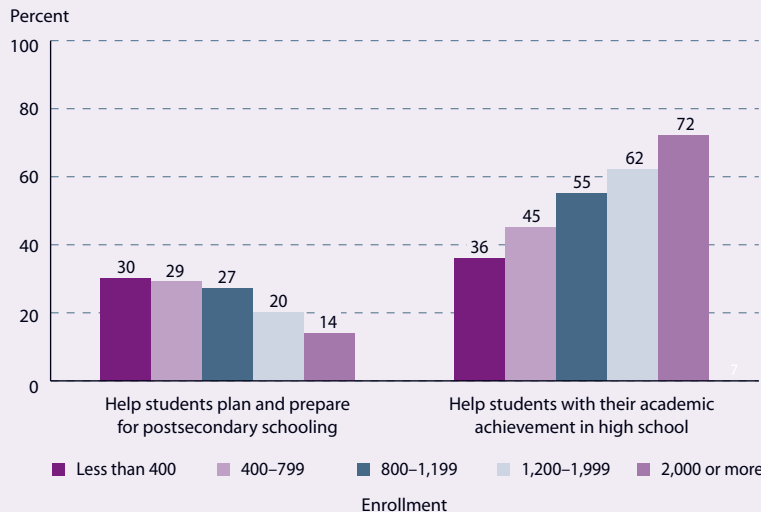
NOTE: These data come from a survey that was sent to the principal of each school in the sample with a letter introducing the study and requesting that the survey be completed by the school’s lead counselor or other staff member who is responsible for providing counseling services at the schools. See *supplemental note 3* for more information on the Fast Response Survey System (FRSS). See *supplemental note 1* for more information on school locale and region.

SOURCE: Parsad, B., Alexander, D., Farris, E., and Hudson, L. (2003). *High School Guidance Counseling* (NCES 2003–015), tables 1, 2, 12 and previously unpublished tabulations (October 2003). Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), “Survey on High School Guidance Counseling,” FRSS 80, 2002.

FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Tables 27-1,
27-2



GUIDANCE COUNSELING: Percentage of public high schools reporting that their guidance programs emphasized helping students with postsecondary schooling plans and with academic achievement in high school, by school size: 2002





Other School Resources

Student Support Staff in Public Schools

The most common student support staff in public elementary and secondary schools are school counselors, speech therapists, school nurses, and special education aides, each of which are found in 79 percent or more of schools.

In addition to teachers, most public schools have staff who work directly with students and provide various support services. Student support staff, including licensed or certified professionals (e.g., school counselors, social workers, and speech therapists) as well as instructional and noninstructional aides, constituted 16 percent of the nation's public school staff in 1999 (NCES 2003–060, table 82). This indicator examines the distribution of these staff in regular public schools in the 1999–2000 school year.

At the elementary and secondary level, both the number and availability of full- and part-time student support staff vary widely (see supplemental table 28-1). Public elementary schools had an average of 3.4 special education aides, 1.3 regular Title I aides, 1.2 speech therapists, 1.1 counselors, 0.9 nurses, 0.7 bilingual/ESL teacher aides, and 0.5 social workers per school in the 1999–2000 school year. However, public elementary schools were most likely to have a speech therapist (in 96 percent of schools), followed by a special education aide, nurse, and counselor (in 84, 81, and 79 percent of schools, respectively).

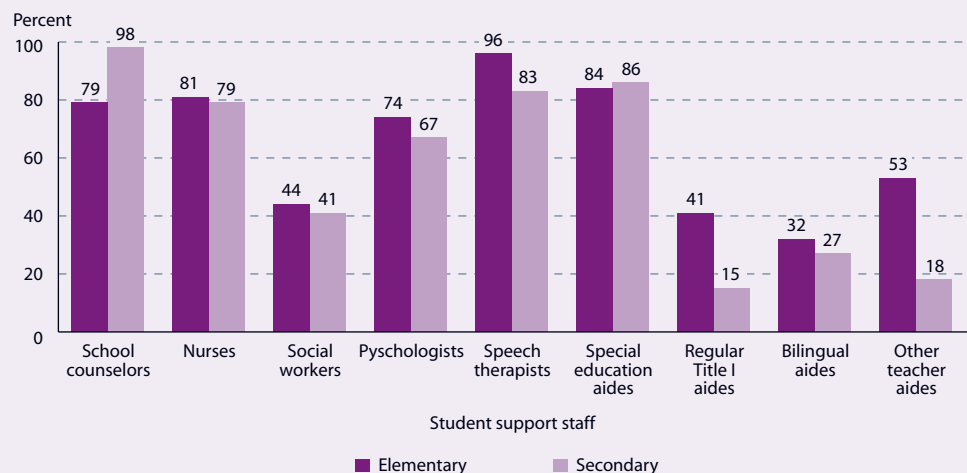
In public secondary schools, there was an average of 3.6 special education aides, 2.6 counselors, 0.9 speech therapists, 0.9 nurses, 0.5 social workers, and 0.5 bilingual/ESL teacher aides working full and part time per school. Public secondary schools were mostly likely to have a counselor (in 98 percent of schools), followed by a special education aide, speech therapist, and nurse (in 86, 83, and 79 percent of schools, respectively).

High-poverty schools had higher average numbers of speech therapists, regular Title I aides, and bilingual aides per school than low-poverty schools, while low-poverty schools had higher average numbers of counselors, psychologists, and special education aides than high-poverty schools (see supplemental table 28-2). However, for most types of support staff, both full- and part-time, high-poverty schools had a lower average number of students per staff member than low-poverty schools. The opposite was true only for the average number of students per counselor: high-poverty schools had a higher number of students per counselor. There was no measurable difference between the average number of students per special education aide in high- and low-poverty schools.

NOTE: Data are for full- and part-time staff. Data for combined elementary and secondary schools and ungraded schools are excluded. Regular public schools do not include alternative, special education, special program emphasis, or vocational/technical schools.

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

STUDENT SUPPORT STAFF: Percentage of regular public schools with various student support staff, by school level: 1999–2000



FOR MORE INFORMATION:

Supplemental Note 3

Supplemental Tables 28-1, 28-2

NCES 2003–060

Section 5

Contexts of Postsecondary Education





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This List of Indicators includes all the indicators in Section 5 that appear on *The Condition of Education* web site (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2004 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Contexts of Postsecondary Education

The indicators in this section of *The Condition of Education* examine features of postsecondary education, many of which parallel those presented in the previous section on elementary and secondary education. There are 12 indicators in this section: 4, prepared for this year's volume, appear on the following pages, and all 12, including indicators from previous years, are on the web (see Web Site Contents on the facing page for a full list of the indicators).

Postsecondary education is characterized by diversity in both the types of institutions and characteristics of the students. Postsecondary institutions vary in terms of the types of degrees awarded, control (public or private), and whether they are operated on a not-for-profit or for-profit basis. Beyond these basic differences, postsecondary institutions have distinctly different missions and provide a wide range of learning environments. For example, some institutions are research universities with strong graduate programs, while others focus on undergraduate education; some have a strong religious affiliation, while others do not; and some have highly selective entrance policies, while others are open to almost anyone. The student bodies of postsecondary institutions are diverse in other ways as well. For example, many students are employees first and students second rather than primarily students; many delay entry into postsecondary education rather than enroll immediately after high school, and a sizable number come from foreign countries. Indicators in *The Condition of Education* measure these and other dimensions of diversity that are fundamental to the character of postsecondary education.

One important feature of postsecondary education is the courses and programs of study undertaken by students. College transcripts are used in a new indicator that traces the top 30

courses taken by college graduates over the past three decades to measure stability and change in college curricula. Another indicator shows trends in the distribution of postsecondary degrees across fields of study.

Distinct from curriculum but also important to monitor are opportunities to learn in postsecondary education. Indicators in *The Condition of Education* cover the provision of and participation in remedial education, the perceived impact of working while enrolled on postsecondary learning, and distance education.

Like elementary and secondary education, postsecondary institutions provide special support and accommodations for special populations of students. One indicator on the web measures the services and accommodations for students with disabilities in postsecondary education.

The faculty are a critical resource for colleges and universities. They teach students, conduct research, and serve their institutions and communities. Indicators in *The Condition of Education* on the web examine the status of women and minority faculty and measure changes in policies of hiring and tenure.

Finally, resource allocation issues are matters of concern to postsecondary institutions. One issue is how the faculty allocate their time between teaching, research, administration, and other functions. An indicator in *The Condition of Education* on the web shows how faculty of different ranks use their time in different types of institutions.

The indicators on the contexts of postsecondary education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe/list/i5.asp>.



Characteristics of Postsecondary Students

Employees Who Study

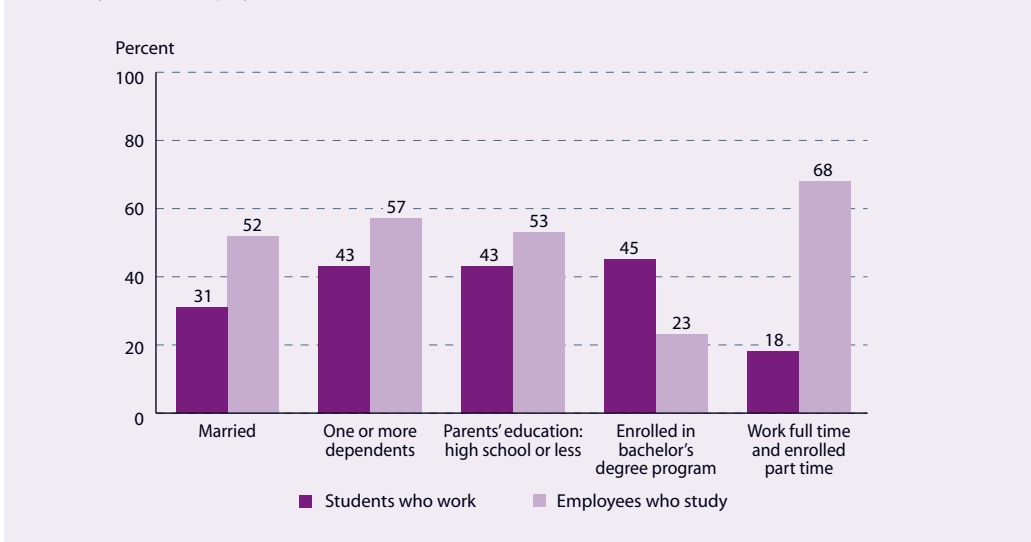
Many older undergraduates are employees first and students second. They are less likely to complete their postsecondary programs than are older students who work to meet their educational expenses.

Approximately one-third of undergraduates are older students who are combining school and work: 43 percent of 1999–2000 undergraduates were age 24 and above, and, of those students, 82 percent worked while enrolled (NCES 2002–168). Furthermore, about two-thirds of these older working students characterized themselves as primarily “employees who studied,” as opposed to “students who worked to meet their educational expenses” (NCES 2003–167).

As a group, older students who focus primarily on their jobs have different demographic, employment, and attendance profiles than their counterparts who work to help pay for their education. For example, in 1999–2000, employees who studied were more likely to be married, have dependents other than a spouse, and have parents who did not attend college. Reflecting their primary focus on their jobs, they were more likely to work full time and to be enrolled part time. In addition, employees who studied were less likely than students who worked to be enrolled in a bachelor’s degree program.

Part-time attendance and full-time employment are both independently associated with lower rates of persistence in college and degree attainment (NCES 96–155; NCES 97–578). This suggests that older working students who are primarily employees are less likely to complete their postsecondary programs than their peers who are primarily students. Indeed, among older working students who began their postsecondary education in 1995–96 and had a degree or certificate goal, those who characterized themselves as primarily employees were more likely than those who considered themselves as primarily students to have left postsecondary education without an award within 6 years (55 vs. 38 percent) (see supplemental table 29-1). Among older working students with bachelor’s degree goals, students who work were also more likely than employees who study to have completed a bachelor’s degree after 6 years (34 vs. 8 percent). Among students with certificate or associate’s degree goals, no difference was observed between employees who study and students who work in the attainment rates of their respective goals.

CHARACTERISTICS OF OLDER UNDERGRADUATES: Percentage of undergraduates age 24 and above with various characteristics, by student/employee role: 1999–2000



SOURCE: Berker, A., and Horn, L. (2003). *Work First, Study Second: Adult Undergraduates Who Combine Employment and Postsecondary Enrollment* (NCES 2003–167), tables 2, 4, 5, 8, and 10. Data from U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

FOR MORE INFORMATION:
Supplemental Note 3
Supplemental Table 29-1
NCES 96–155
NCES 97–578
NCES 2002–168





Programs and Courses

Top 30 Postsecondary Courses

The college courses in which students earned the most credits have remained relatively stable over the past three decades.

The list of the top 30 postsecondary courses—also referred to by Adelman (forthcoming) as the “empirical core curriculum”—reports the subjects that students study the most in college, as opposed to reporting what they “should” study, which might be expressed through graduation requirements or faculty surveys. Using the undergraduate transcripts of students from three high school cohorts who later completed bachelor’s degrees, Adelman identified the 30 courses in which students earned the most credits and examined the extent to which course-taking varied among the three groups.¹ Among bachelor’s degree recipients who graduated from high school in 1972, 1982, and 1992, each cohort earned about one-third of their credits from the top 30 postsecondary courses for the cohort (see supplemental table 30-1).

The empirical core curriculum has remained largely stable over the past three decades: 21 courses appeared in the top 30 for each cohort. Six courses each from the humanities and languages, science and mathematics, and social sciences and business were in the top 30 for all three cohorts, as were music performance, physical

education activities, and student teaching. There were some changes over time however. For example, the number of business courses in the top 30 list increased from four for the 1972 cohort to six for the 1982 cohort and then decreased again to four courses for the 1992 cohort.

The empirical core curriculum varied for graduates of “highly selective,” “selective,” and “nonselective” institutions. For the cohort of bachelor’s degree recipients who graduated from high school in 1992, 12 courses appeared on the top 30 lists for all three types of institutions (see supplemental table 30-2). The top 30 list for highly selective institutions included a concentration of engineering and humanities and courses with an international theme (e.g., international relations and non-Western religion). Business courses were relatively common in the lists for selective and nonselective institutions, and student teaching and physical education were on the top 30 list only among nonselective institutions. These differences in coursetaking by the selectivity of institutions may reflect variations in the degrees that are offered and granted at these institutions.

¹To identify the top 30 courses, Adelman calculated “credit ratios” by summing all the credits earned in a course by each cohort and dividing that sum by the total number of credits earned by the cohort across all courses. Although courses may have different titles across institutions, “introduction to accounting,” for example, represents all introductory accounting courses. See *supplemental note 6* for more information about the data sets used for these analyses, including the definitions of courses and of “highly selective,” “selective,” and “nonselective” institutions.

²Courses in the top 30 for all three cohorts (i.e., bachelor’s degree recipients who graduated from high school in 1972, 1982, and 1992).

³Courses in the top 30 for the 1992 cohort, but not in the top 30 list for the 1972 and/or 1982 cohorts.

⁴Course also in the top 30 for the 1972 cohort.

⁵Course also in the top 30 for the 1982 cohort.

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



FOR MORE INFORMATION:
Supplemental Note 6
Supplemental Tables 30-1,
30-2

EMPIRICAL CORE CURRICULUM: The top 30 postsecondary courses completed by bachelor’s degree recipients who graduated from high school in 1992

Top 30 status	Fields of study			
	Humanities and languages	Science and mathematics	Social sciences and business	Other
In top 30 for all three cohorts ²	English composition French: introductory, intermediate Literature: introductory, general Spanish: introductory, intermediate U.S. history surveys World/western civilization	Calculus General biology General chemistry General physics Organic chemistry Statistics (mathematics)	Advanced accounting General psychology Introduction to accounting Introduction to economics Introduction to sociology U.S. government	Music performance Physical education activities Student teaching
Additional courses in the top 30 for the 1992 cohort ³	American literature ⁴ Introduction to philosophy Oral communication	College algebra ⁵ Precalculus ⁵	Corporate finance ⁵ Marketing management ⁵	Bible studies Introduction to computing



Learning Opportunities

Remedial Coursetaking

Postsecondary institutions provided remedial coursework for 28 percent of entering freshmen in fall 2000; public 2-year colleges provided such coursework for 42 percent of their entering students.

Remedial education provides opportunities for students who lack the academic skills to succeed in postsecondary education. Recent studies have addressed which types of institutions provide remedial courses, how much remediation institutions allow students to take, and whether they offer credit for remedial coursework (NCES 2004–010).¹ According to these institutions, 28 percent of entering freshmen enrolled in any remedial coursework (reading, writing, or mathematics) in fall 2000. Twenty-two percent undertook remediation in mathematics, 14 percent in writing, and 11 percent in reading. Freshmen at public 2-year colleges were the most likely group to enroll in a remedial course (42 vs. 12 to 24 percent of freshmen at other types of institutions). At the 4-year level, freshmen at public institutions were more likely than those at private institutions to do so.

In addition to enrolling at higher rates, freshmen at public 2-year colleges spent more time, on average, in remediation than freshmen at 4-year institutions in fall 2000 (see supplemental table 31-2). Among institutions that offered remedial courses, 63 percent of public 2-year institutions

reported that their students averaged a year or more of remedial coursetaking, compared with 38 percent of public 4-year institutions (and 17 percent of private 4-year institutions).

Among institutions that offered remedial courses, about three-quarters gave institutional credit (which does not count toward a degree) for remedial courses in fall 2000 (78 percent in reading, 73 percent in writing, and 77 percent in mathematics) (see supplemental table 31-3).² In addition, 12 to 18 percent gave degree credit (depending on subject), while about 10 percent gave no credit. In each subject area, private 4-year institutions were less likely than other types of institutions to award institutional credit for remedial courses.

Twenty-eight percent of entering freshmen enrolled in remedial courses in both 1995 and 2000, but the average length of time spent in remediation increased during this period (see supplemental tables 31-1 and 31-2). The proportion of institutions reporting that students averaged a year or more in remediation increased from 33 to 40 percent between 1995 and 2000.

¹Remedial education includes “courses in reading, writing, or mathematics for college students lacking those skills necessary to perform college-level work at the level required by the [sampled] institution.”

²In fall 1995 and 2000, institutions reported the most frequent type of credit they gave for remedial reading, writing, and mathematics courses from among the following options: degree credit that counts toward subject requirements; degree credit that counts toward elective requirements; institutional credit (e.g., counts toward financial aid, campus housing, or full-time student status, but does not count toward degree completion); or no credit.

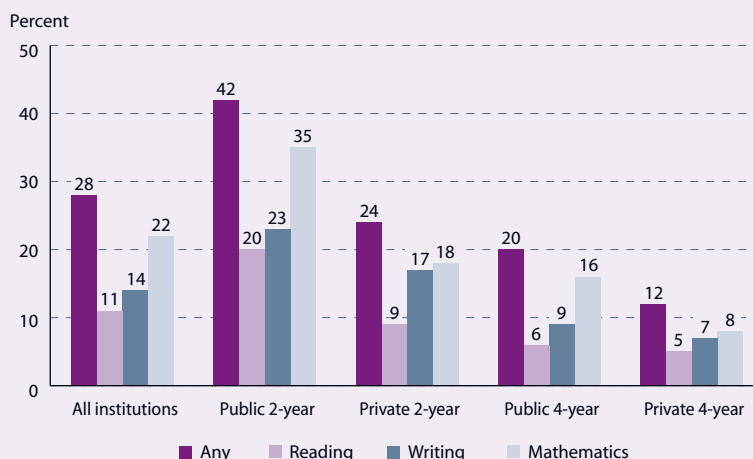
NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in 2000. The categories used for analyzing these data include public 2-year, private 2-year, public 4-year, and private 4-year institutions. Data from private not-for-profit and for-profit institutions are reported together because there are too few private for-profit institutions in the sample to report them separately. The estimates in this indicator differ from those in *indicator 18* because the populations differ. This indicator deals with entering freshmen of all ages in 2000 while *indicator 18* examines a cohort (1992 12th-graders who enrolled in postsecondary education).

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

FOR MORE INFORMATION:
Supplemental Notes 3, 8
Supplemental Tables 31-1,
31-2, 31-3



PARTICIPATION IN REMEDIAL EDUCATION: Percentage of entering freshmen at degree-granting institutions who enrolled in remedial courses, by type of institution and subject area: Fall 2000





Learning Opportunities

Distance Education at Postsecondary Institutions

The number of course enrollments in distance education nearly doubled between 1997–98 and 2000–01; by 2000–01, about half of these enrollments were at public 2-year institutions.

Postsecondary institutions offer distance education to improve their ability to reach new audiences as well as to increase enrollments and students' access to learning (NCES 98–062). In 2000–01, 56 percent of all postsecondary institutions offered distance education courses (up from 34 percent 3 years earlier). Continued growth is expected, with additional institutions planning to offer these courses. The public sector is more likely than the private sector to offer distance education courses, with 90 percent of public 2-year and 89 percent of public 4-year institutions doing so in 2000–01, compared with 40 percent of private 4-year institutions. Nonetheless, growth is also occurring in the private sector: the percentage of private 4-year institutions offering distance education courses approximately doubled between 1997–98 and 2000–01 (19 to 40 percent).

Course enrollments in distance education have increased as well at both the undergraduate and graduate levels, increasing from 1.7 million to 3.1 million between 1997–98 and 2000–01 (see supplemental table 32-1).¹ The growth of course enrollments at public 2-year institutions

is particularly notable. In 1997–98, public 2- and 4-year institutions each had approximately 710,000 enrollments in distance education courses. In 2000–01, enrollments at public 2-year institutions rose to nearly 1.5 million, compared with 945,000 at public 4-year institutions. By 2000–01, about half of all course enrollments in distance education courses were at public 2-year colleges.

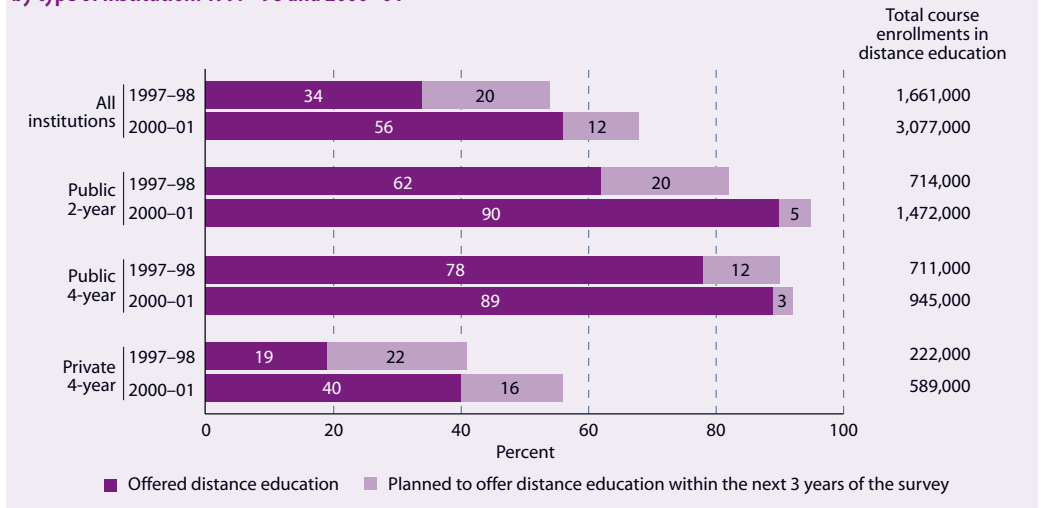
The extent to which colleges and universities offer certificates and degree programs designed to be completed solely through distance education offers an additional indication of the penetration of distance education at the postsecondary level. Among institutions offering any distance education courses, the proportion offering programs designed to be completed entirely by distance education increased between 1997–98 and 2000–01 for degree (22 to 30 percent) and certificate programs (7 to 16 percent) (see supplemental table 32-2). The increases occurred among public 2- and 4-year institutions, but the apparent differences were not statistically significant for private 4-year institutions.

¹Some students enroll in more than one distance education course, so the total enrollment is greater than the number of students.

NOTE: Percentages for 1997–98 are based on the estimated 5,010 2- and 4-year postsecondary education institutions in the nation. Percentages for 2000–01 are based on the estimated 4,130 2- and 4-year Title IV-eligible, degree-granting institutions in the nation. Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

SOURCE: Lewis, L., Snow, K., Farris, E., and Levin, D. (1999). *Distance Education at Postsecondary Education Institutions: 1997–98* (NCES 2000–013), tables 2 and 5; and Waits, T., and Lewis, L. (2003). *Distance Education at Degree-Granting Postsecondary Institutions: 2000–2001* (NCES 2003–017), tables 1 and 4. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Distance Education at Postsecondary Education Institutions," 1998–99 and "Survey on Distance Education at Higher Education Institutions," 2000–01.

DISTANCE EDUCATION OFFERINGS AND ENROLLMENT: Percentage of 2-year and 4-year postsecondary institutions offering distance education courses or planning to offer them within the next 3 years of the survey and total course enrollments, by type of institution: 1997–98 and 2000–01



FOR MORE INFORMATION:
 Supplemental Notes 3, 8
 Supplemental Tables 32-1,
 32-2
 NCES 98–062

Section 6

Societal Support for Learning



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This List of Indicators includes all the indicators in Section 6 that appear on *The Condition of Education* web site (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2004 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Societal Support for Learning

The indicators in this section of *The Condition of Education* look at the contributions, both financial and otherwise, that society and its members—individuals, families, employers, and other institutions or organizations in the community—make to support education. There are 15 indicators in this section: 6, prepared for this year's volume, appear on the following pages, and all 15, including indicators from previous years, appear on the web (see Web Site Contents on the facing page for a full list of the indicators).

Parents and families support learning and education directly through helping their children learn to read, communicate with others, and value learning. As the children grow, parents may help them with their homework, visit with their teachers, and become involved in other school activities. In *The Condition of Education*, the primary focus is on the nature and frequency of such family involvement in the educational development of children through home life and at school. Two indicators on the web measure family literacy activities in the preschool years of children.

Organizations in the community, in addition to the family, may also contribute to the growth and development of children and youth through providing them with before- and after-school care or other activities, such as clubs, sports, or religious activities. These after-school forms of care and activities are part of the broader process of social learning, where many different kinds of organizations and institutions, in addition to families, maybe involved. Two indicators in this volume measure the frequency and distribution of nonparental care and forms of after-school activities in the community.

Apart from these social forms of support for learning and development, there are the more traditional mechanisms of financial support for education. Fundamentally, these financial sources of support are either private, where individuals decide how much they are willing to pay for education, or public, in which case the decisions are made governmentally. In between, there are also various intermediate forms of funding, as in the case of foundation awards to educational institutions, or the financial aid awarded to postsecondary students as institutional aid by colleges from their own sources of funding. In *The Condition of Education*, the primary focus is on describing the forms and amounts of financial support to education from public, private, and intermediate sources, how those funds are distributed among different types of schools and colleges, and on what they are spent. This volume of *The Condition of Education* contains indicators on trends in expenditures per student in elementary and secondary education, institutional aid to postsecondary students, and the loan burden accumulated by students by the time they graduate from college.

The extent of financial support for adult learning is also included in *The Condition of Education*. The basic financial question is who pays how much for this education and training. An indicator on the web provides some information on this question.

The indicators on societal support for education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe/list/i6.asp>.



Community Support

Care Arrangements for Children After School

In 2001, 50 percent of children in kindergarten through 8th grade were enrolled in a variety of nonparental care arrangements after school. Black children were more likely than White and Hispanic children to participate in nonparental care.

Some parents care for their children after school while other parents rely on nonparental care. Parents who do not supervise their children after school typically find an adult to care for them, find a formal after-school program, or allow the children to care for themselves. This indicator examines five types of nonparental care after school: relative care, nonrelative care, center- or school-based programs, activities for supervision, and self-care (i.e., children care for themselves).¹

In 2001, half of the children in grades K–8 were under their parents’ care after school, while the other half received nonparental care. Among those receiving nonparental care, the most common arrangements were center- or school-based programs (19 percent), relative care (17 percent), and self-care (13 percent). Fewer children were in the care of a nonrelative (6 percent) or in activities for supervision (7 percent) after school (see supplemental table 33-1).

Younger children (grades K–2) were more likely than older ones (grades 6–8) to be in the care of a relative, nonrelative, or in a center- or school-based program and were less likely than the older children to care for themselves or to participate in activities for supervision during out-of-school time. Differences existed across racial/ethnic groups as well: Black children were more likely than White and Hispanic children to participate in nonparental care and to be in each type of nonparental care except nonrelative care.

Parents of 19 percent of children paid a fee for their children’s relative care arrangements, and parents of 72 percent of children paid a fee for their children’s nonrelative care (see supplemental table 33-2). Parents of 58 percent of children reported a fee for their children’s center- or school-based programs. On average, the cost per hour for nonrelative care (\$7.90) was higher than that for both relative care (\$5.60) as well as center- or school-based programs (\$5.60).

¹Activities for supervision include extracurricular activities such as sports, arts, and clubs that are not associated with center- or school-based arrangements. Parents may use such activities to provide children with adult supervision (nonparental care). Similar activities can also be undertaken because of children’s personal interest and enjoyment and not for the purpose of adult supervision. Please note that estimates have been revised from previously published data.

²Black includes African American and Hispanic includes Latino. Racial categories exclude Hispanic origin.

NOTE: Includes children participating in regularly scheduled care arrangements after school that occur at least once each month, with the exception of activities for supervision, which are scheduled at least once each week. Homeschooled children are excluded. The sum of the percentage of children in different types of nonparental arrangements exceeds the total percentage of children in any nonparental arrangement because children can participate in more than one type of nonparental care arrangement after school. Detail may not sum to totals because of rounding.

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

FOR MORE INFORMATION:

Supplemental Notes 1,3
Supplemental Tables 33-1,33-2

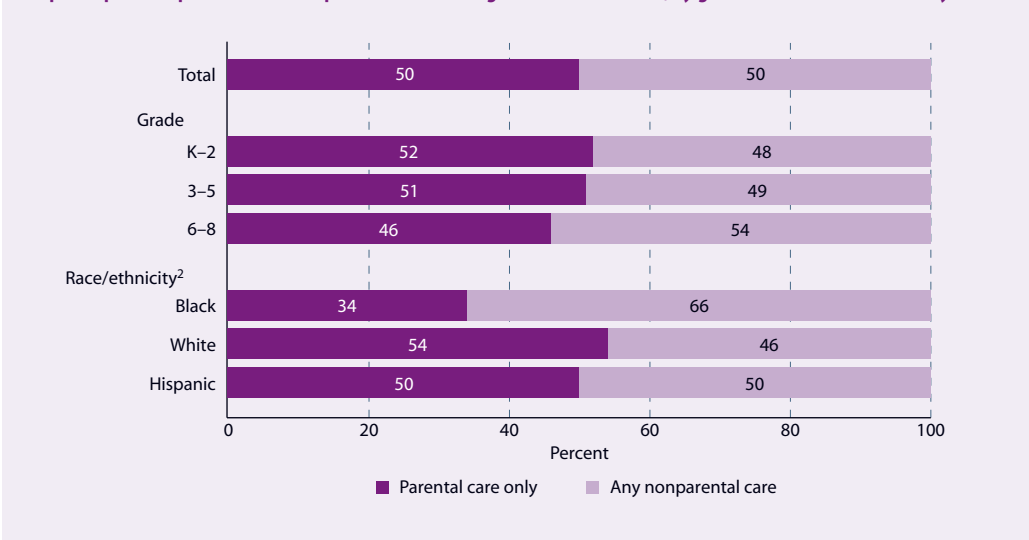
Indicator 34

NCES 2001–072, indicator 53

NCES 2003–067, indicator 38



CARE ARRANGEMENTS FOR CHILDREN AFTER SCHOOL: Percentage distribution of children in kindergarten through 8th grade who participated in parental and nonparental care arrangements after school, by grade level and race/ethnicity: 2001





Community Support

Children's Activities After School

In 2001, 38 percent of children in kindergarten through 8th grade participated in one or more organized activities after school. Parents of 19 percent of these children reported using activities to cover hours when adult supervision was needed for their children.

Indicator 33, Care Arrangements for Children After School, describes various nonparental care arrangements, including center-based care, that provide supervision and organized activities. Many children also spend their out-of-school time in organized activities such as sports, arts, clubs, and community service that are not associated with such center-based arrangements. This indicator presents weekly participation rates in all such organized after-school activities.

Thirty-eight percent of children in grades K–8 participated in one or more after-school activities in 2001. The likelihood of participation was higher for children in grades 3–5 and 6–8 (41 and 42 percent, respectively) than for children in grades K–2 (31 percent) (see supplemental table 34-1).

While the likelihood of participation in an after-school activity varied by grade level, the popularity of specific types of activities was generally consistent at all levels. For example, sports had the highest rate of participation in grades K–2, 3–5, and 6–8 (20 percent, 28 percent, and 32 percent, respectively). Religious activities and the arts were the next two most popular activities at each grade level, although the percentage of 6th-

to 8th-graders participating in religious activities was higher than that for students enrolled in the arts. Also, the percentage of children who participated in after-school community service was lower in grades K–5 than in grades 6–8. Finally, the percentage of children who enrolled in scouts was higher in grades K–5 than in grades 6–8.

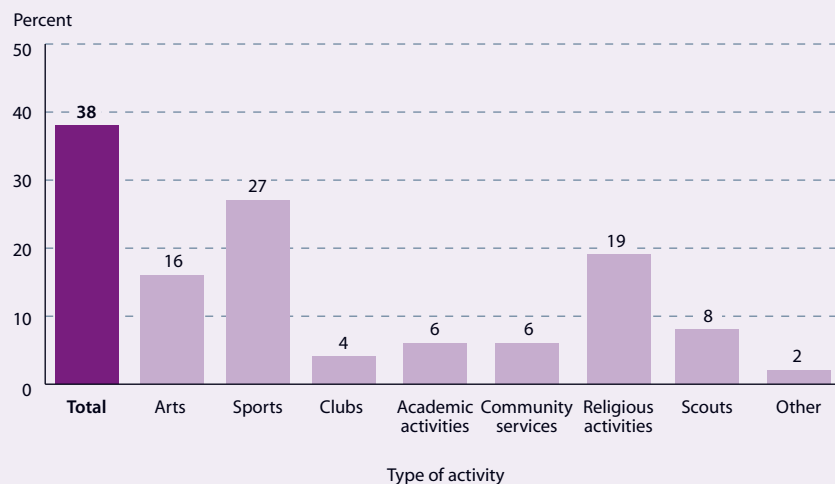
While children participate in after-school activities out of personal interest, many parents use such activities to ensure that their children are supervised during out-of-school time. While 38 percent of children participated in after-school activities in 2001, the parents of about one-fifth (19 percent) reported that such activities helped to cover hours when their children needed adult supervision.

Approximately 45 percent of children in after-school activities were in activities provided by their school. Overall only a small percentage of children were involved in after-school club activities (4 percent) and academic activities (6 percent), but the parents of most of those who were involved in these activities reported that at least some of these activities were provided by their child's school (84 percent and 72 percent, respectively).

NOTE: Includes children participating in one or more regularly scheduled activities that occur after school at least once each week. Homeschooled children and children whose parents reported that they participated in only before-school activities are excluded. Due to multiple responses, children who participated in more than one type of activity are reported under each type of activity in which they participated.

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

AFTER-SCHOOL ACTIVITIES: Percentage of children enrolled in kindergarten through 8th grade who participated in after-school activities on a weekly basis, by type of activity: 2001



FOR MORE INFORMATION:
Supplemental Note 3
Supplemental Table 34-1
Indicator 33



Financing for Elementary and Secondary Education

Public Elementary and Secondary Expenditures

Total expenditures per student, adjusted for inflation, increased between 1991–92 and 2000–01, with the largest increases in midsize cities and rural areas.

This indicator examines total expenditures per student in fall enrollment, adjusted for inflation, across seven location types between 1991–92 and 2000–01.¹ Total expenditures per student include all expenditures allocable to per student costs divided by fall enrollment. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay.

During this period, total expenditures per student increased by 25 percent from \$6,950 in 1991–92 to \$8,700 in 2000–01 (see supplemental table 35-1). Much of this increase occurred after 1995–96. In 2000–01, the highest total expenditures (\$9,450) were in large cities and in urban fringes of large cities (\$9,150). Expenditures per student in midsize cities (\$8,580) and in rural areas (\$8,420) were below the average, while those in urban fringes of midsize cities (\$7,900), small towns (\$7,700), and large towns (\$7,530) were the lowest. Expenditure variations may be partly attributable to variations in costs of living across different locations.

During this period, expenditures per student increased by 30 percent in rural areas and in midsize cities. Expenditures increased the least in urban fringes of midsize cities (11 percent). There was a shift in the profile of expenditures per student by location. For example, in 1991–92, expenditures per student in urban fringes of midsize cities were larger than expenditures in midsize cities and rural areas. In contrast, expenditures per student in midsize cities and rural areas in 2000–01 surpassed those in urban fringes of midsize cities.

Current expenditures per student reflect the shift observed for total expenditures by location. Overall, current expenditures per student rose 24 percent between 1991–92 and 2000–01, with the largest increases occurring in midsize cities (33 percent) and rural areas (28 percent) and the smallest increase in urban fringes of midsize cities (9 percent) (see supplemental table 35-2). As a result, current expenditures per student in midsize cities and rural areas surpassed those of urban fringes of midsize cities by 2000–01.

¹Total expenditures exclude expenditures for nonelementary and secondary programs that include community services, adult education, and other. See supplemental note 9 for further information on the accounting terms used in this indicator.

²Includes rural, within a metropolitan statistical area (MSA), and rural, outside an MSA.

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

FOR MORE INFORMATION:

- Supplemental Notes 1,3,9
- Supplemental Tables 35-1,35-2
- NCES 98–04
- NCES 2003–067, indicator 39
- NCES 2003–362
- NCES 2003–407



TOTAL EXPENDITURES PER STUDENT: Public school district expenditures per student (in constant 2000–01 dollars), by location: 1991–92, 1992–93, and 1994–95 to 2000–01



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Financing for Elementary and Secondary Education

International Comparisons of Expenditures for Education

Wealthy nations spend more per student on education compared with nations with lower GDP per capita. They also spend a larger share of their GDP per capita on education than less wealthy nations.

Two measures used to compare countries' investment in education are expenditures per student (expressed in absolute terms) from both public and private sources and total expenditures as a percentage of gross domestic product (GDP). The latter measure allows a comparison of countries' expenditures relative to their ability to finance education.

In 2000, expenditures per student for the member countries of the Organization for Economic Cooperation and Development (OECD) averaged \$5,162 at the combined elementary and secondary level and \$9,509 at the postsecondary level (see supplemental table 36-1). Expenditures per student varied widely across these countries, ranging from \$1,415 (Mexico) to \$8,187 (Switzerland) at the combined elementary and secondary level and from \$3,222 (Poland) to \$20,358 (United States) at the postsecondary level.

A country's wealth (defined as GDP per capita) is positively associated with expenditures per student on education at the elementary/secondary and postsecondary levels. For example, a \$10,000 change in GDP per capita

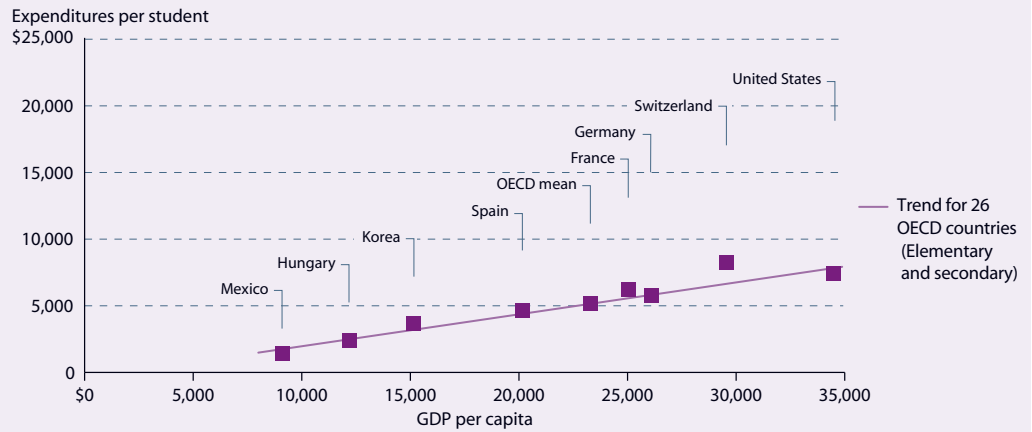
was associated with a 46 percent change in the average expenditure per student at the elementary and secondary level and a 48 percent change in the average expenditure per student at the postsecondary level.

A country's wealth is also positively associated with the share of total GDP devoted to total education expenditures.¹ For example, a \$10,000 change in GDP per capita resulted in an 11 percent increase in the average share of total GDP devoted to total education expenditures.

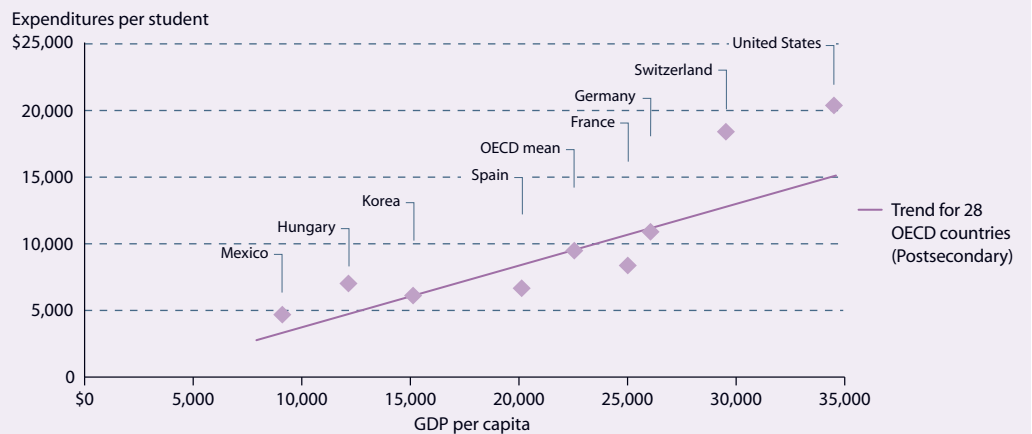
In 2000, the United States and Korea spent the highest percentage of their GDP on total education expenditures (6.6 percent) among the OECD countries. Looking at education expenditures by level, the United States spent 3.9 percent of its GDP on elementary/secondary education, while the average for all OECD countries reporting data was 3.6 percent. At the postsecondary level, 2.7 percent of the U.S. GDP was spent on education expenditures, while the corresponding OECD average was 1.3 percent.



EXPENDITURES FOR EDUCATION: Annual expenditures per student in relation to GDP per capita for elementary and secondary education in selected OECD countries: 2000



EXPENDITURES FOR EDUCATION: Annual expenditures per student in relation to GDP per capita for postsecondary education in selected OECD countries: 2000

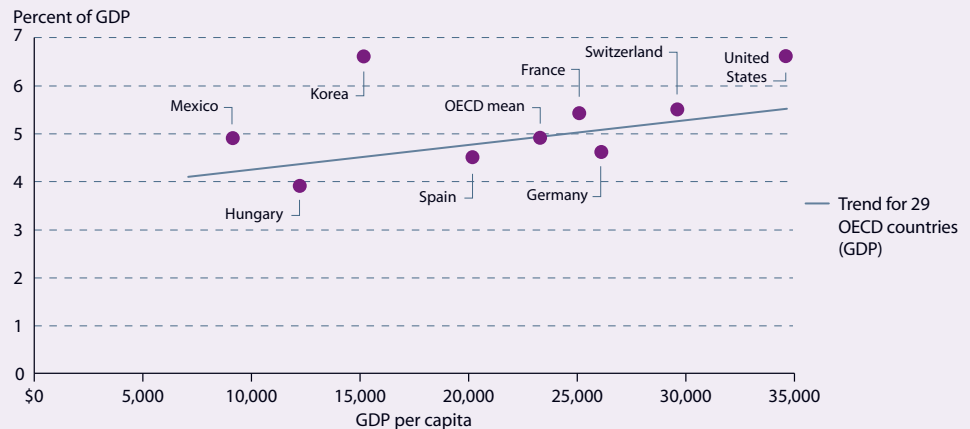


Total education expenditures include expenditures at the elementary/secondary, postsecondary, and postsecondary nontertiary levels.

NOTE: Per student expenditures are based on public and private full-time-equivalent (FTE) enrollment figures and current expenditures and capital outlay 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. The OECD average for GDP per capita for each graph is based on the number of countries with data available (26 for first graph; 28 for second graph; 29 for third graph).

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

EXPENDITURES FOR EDUCATION: Annual total expenditures as a percentage of GDP, by GDP per capita in selected OECD countries: 2000



FOR MORE INFORMATION:
Supplemental Note 7
Supplemental Table 36-1
OECD 2003



Financing for Postsecondary Education

Institutional Aid at 4-Year Colleges and Universities

The percentage of full-time undergraduates receiving institutional aid and the average amount awarded increased at both public and private not-for-profit 4-year institutions during the 1990s.

Many colleges and universities use their own resources to provide aid to undergraduates to achieve one or more of the following policy goals: promoting access for low-income students, attracting meritorious students, or increasing enrollment (Redd 2000). Institutional aid is awarded in the form of grants, fellowships, assistantships, loans, and institution-sponsored work-study, but almost all is grant aid. Institutions can award aid to students on the basis of financial need, merit (academic, athletic, or other), or a combination of need and merit.¹ The institutional aid described here includes all three types.

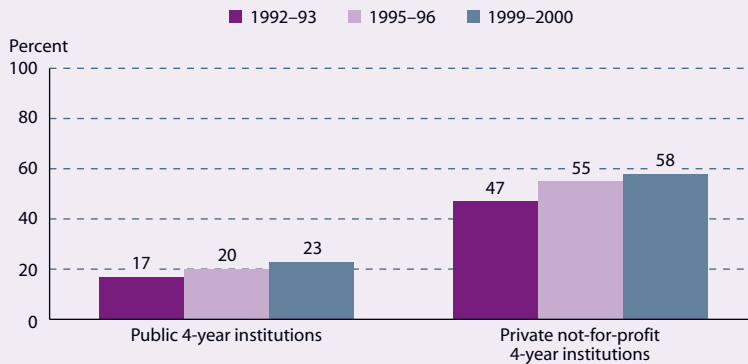
The use of institutional aid at 4-year institutions has been increasing. In 1992–93, some 17 percent of full-time undergraduates at public institutions and 47 percent of those at private not-for-profit institutions received institutional aid. By 1999–2000, the respective proportions

had increased to 23 and 58 percent. During this period, the average award (adjusted for inflation) increased from \$2,200 to \$2,700 at public institutions and from \$5,900 to \$7,000 at private not-for-profit institutions.

Students in the highest income quarter, in particular, have benefited. Between 1995–96 and 1999–2000, the proportion of such students receiving institutional aid increased from 13 to 18 percent at public institutions and from 41 to 51 percent at private not-for-profit institutions. Middle-income students at public institutions also benefited during this period, with an increase from 20 to 23 percent. The apparent changes for low-income students were not statistically significant.

The percentage of students awarded any aid for which merit was the only criterion increased between 1995–96 and 1999–2000 from 7 to

INSTITUTIONAL AID: Percentage of full-time undergraduates enrolled in 4-year institutions who received institutional aid, and among recipients, the average amounts received (in constant 1999 dollars), by control of institution: 1992–93, 1995–96, and 1999–2000



Average amount:		
1992–93	\$2,200	\$5,900
1995–96	2,500	6,000
1999–2000	2,700	7,000

¹It is difficult to distinguish between need- and non-need-based aid because non-need-based aid is often awarded to students with need and need-based aid is often rationed using criteria related to merit.

NOTE: Both dependent and independent students are included in this analysis, but students' income quarters are determined with reference only to students with the same dependency status.

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

FOR MORE INFORMATION:
Supplemental Notes 1, 3, 8, 10
Supplemental Tables 37-1,
37-2



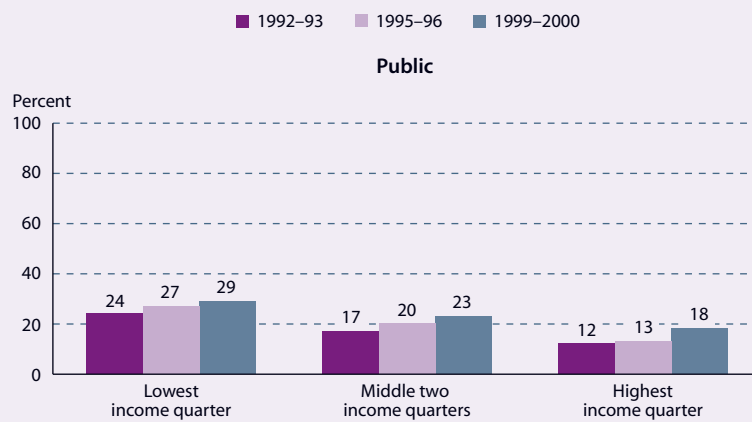
Redd 2000



10 percent at public institutions and from 21 to 29 percent at private not-for-profit institutions (see supplemental table 37-1).² At private not-for-profit institutions, students in the middle-income quarters were the most likely income group to receive merit-based aid in 1992–93 and 1995–96, but no statistically significant difference was detected between students in the middle- and highest income quarters in

1999–2000. Students in both these income groups were more likely than those in the lowest income quarter to receive merit-based aid. In contrast, no statistically significant income-related differences were detected in the percentage of students receiving merit-based grant aid at public institutions in any of the survey years.

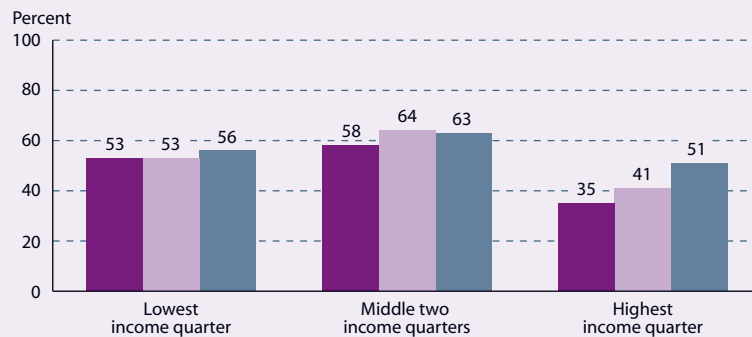
INSTITUTIONAL AID: Percentage of full-time undergraduates enrolled in 4-year institutions who received institutional aid, and among recipients, the average amounts received (in constant 1999 dollars), by control of institution and family income: 1992–93, 1995–96, and 1999–2000



Average amount:

Year	Lowest income quarter	Middle two income quarters	Highest income quarter
1992–93	\$1,900	\$2,400	\$2,400
1995–96	2,500	2,400	2,700
1999–2000	2,300	2,700	3,200

Private not-for-profit



Average amount:

Year	Lowest income quarter	Middle two income quarters	Highest income quarter
1992–93	\$5,500	\$6,400	\$5,500
1995–96	5,900	6,300	5,500
1999–2000	6,200	7,500	6,800

²Merit aid is included in total aid. The averages are computed only for the recipients, so the average amount of merit aid cannot be subtracted from the average amount of total aid to calculate the average amount of aid based on need or need plus merit.

NOTE: Both dependent and independent students are included in this analysis, but students' income quarters are determined with reference only to students with the same dependency status.

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



FOR MORE INFORMATION:
 Supplemental Notes 1, 3, 8, 10
 Supplemental Tables 37-1,
 37-2
 Redd 2000



Financing for Postsecondary Education

Debt Burden of College Graduates

The percentage of graduates who had borrowed and the average total amounts borrowed both increased between 1992–93 and 1999–2000, but the median “debt burden” (monthly payment as a percentage of monthly salary) a year later did not change.

Bachelor’s degree recipients in 1999–2000 were more likely than their 1992–93 counterparts to have borrowed to pay for their undergraduate education (65 vs. 49 percent), and if they had done so, to have borrowed larger amounts, on average (\$19,300 vs. \$12,100 in constant 1999 dollars). This includes all student borrowing, but not borrowing by parents.

Increased borrowing occurred among graduates of both public and private not-for-profit 4-year institutions. It also occurred regardless of sex, race/ethnicity, or family income (see supplemental table 38-1). The increase in borrowing reflects, in part, rising tuition during this period (adjusting for inflation) (NCES 2002–174). It also reflects provisions of the 1992 Reauthorization of the Higher Education Act implemented in 1993–94 that made it easier for students to qualify for need-based aid, raised loan limits, and made unsubsidized loans available to students whose family incomes were too high for them to qualify for need-based aid. That is, more students were allowed to borrow in 1999–2000 than in 1992–93, and they could borrow larger amounts.

Borrowers who do not enroll for additional education at least half time usually must begin repaying their loans 6 months after they graduate.¹ Because 1999–2000 graduates had borrowed more, on average, than their 1992–93 counterparts, they also had larger average monthly loan payments a year later (\$210 vs. \$160 per month in constant 2001 dollars). Although the average amount borrowed increased by more than 50 percent, the average monthly payment increased by less than 50 percent. This reflects, in part, lower interest rates paid by the later cohort (6 to 7 percent compared with 8 to 10 percent).² It may also reflect greater use of alternative repayment plans that reduce monthly payments in the early years. Under certain circumstances, federal borrowers may

extend repayment over a period longer than the standard 10 years, elect graduated payments that start low and increase in stages, or make payments contingent on their income.³

The 1999–2000 graduates also benefited from higher salaries, even after adjusting for inflation. They earned an average of \$2,800 per month in 2001, compared with an average of \$2,400 (in constant 2001 dollars) for 1992–93 graduates in 1994. Therefore, although the later graduates had borrowed more, on average, the combination of higher salaries, lower interest rates, and possibly greater use of alternative repayment options resulted in a median “debt burden”—monthly loan payment as a percentage of monthly salary—of 7 percent for both cohorts. Similar findings were obtained by Goldenberg (2003), who estimated debt burden levels of 6 to 7 percent for federal borrowers in their first year of repayment in 1997, 1998, 1999, and 2000 using loan data on a random sample of all borrowers (not just bachelor’s degree recipients) in the National Student Loan Data Base and income data from the Internal Revenue Service.

Even though the median debt burden did not increase, graduates with large loans or low salaries had relatively high debt burdens. For example, 1999–2000 graduates who had borrowed \$25,000 or more had a median debt burden of 10 percent in 2001, while their peers who had borrowed less than \$10,000 had a median debt burden of 3 percent (see supplemental table 38-1). (Twenty-six percent of graduates in repayment had borrowed \$25,000 or more, and 18 percent had borrowed less than \$10,000; see supplemental table 38-2.) Also, those in the lowest salary quarter in 2001 had a median debt burden of 15 percent, whereas those in the highest salary quarter had a debt burden of 5 percent (see supplemental table 38-1).



It is important to understand that these data represent debt burden a year after graduation, but that debt burden can change during the repayment period. Interest rates for federal borrowers are variable⁴ and therefore may go up or down, and income and employment status are subject to positive or negative changes in economic conditions or personal circumstances. Thus, the extent to which any group

of borrowers will have difficulty repaying their loans is sensitive to factors that are difficult to predict when they make decisions about borrowing. Students whose academic success is uncertain or whose families lack the financial resources to help them repay their loans if they run into difficulty are especially vulnerable to these uncertainties.

DEBT BURDEN: Percentage of 1992–93 and 1999–2000 bachelor's degree recipients who had borrowed for their undergraduate education, average total amount borrowed by borrowers (in 1999 constant dollars), and among those in repayment a year later, average monthly salary and loan payment (in 2001 constant dollars) and median debt burden, by type of degree-granting institution

Type of degree-granting institution	All graduates		Borrowers		
	Percent who had borrowed	Borrowers	Borrowers in repayment		
			Average amount borrowed	Average monthly salary	Average monthly loan payment
	1992–93		1994		
Total	49.3	\$12,100	\$2,400	\$160	6.7
Public 4-year	46.4	10,300	2,300	150	6.2
Nondoctoral	48.0	9,800	2,100	140	6.6
Doctoral	45.5	10,600	2,500	150	5.9
Private not-for-profit 4-year	54.1	15,200	2,300	200	8.1
Nondoctoral	57.5	14,100	2,300	180	7.8
Doctoral	49.5	16,800	2,400	220	8.5
	1999–2000		2001		
Total	65.4	\$19,300	\$2,800	\$210	6.9
Public 4-year	63.4	16,800	2,800	190	6.4
Nondoctoral	63.1	15,000	2,700	170	5.8
Doctoral	63.6	17,500	2,900	200	6.7
Private not-for-profit 4-year	68.9	23,800	2,900	240	7.8
Nondoctoral	71.5	20,900	2,700	230	8.0
Doctoral	65.4	28,000	3,100	260	7.7

¹A borrower may obtain a deferment because of an economic hardship such as unemployment.

²Students who took out federally guaranteed loans before 1992 paid fixed interest rates that ranged from 8 to 10 percent. Later borrowers paid variable rates, which were 6 to 7 percent in 2001 (depending on the date of the loan) and 3.42 percent in 2003. Historical interest rates are available at <http://www.nchelp.org/elibrary//main/10-RefMaterial/default/htm>.

³Detailed descriptions of these options are available at http://studentaid.ed.gov/students/publications/repaying_loans/2003-2004/english/index.htm. Although they reduce monthly payments, they result in higher interest charges over the term of the loan.

⁴Borrowers can choose to consolidate their loans and obtain a fixed rate, however.

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



FOR MORE INFORMATION:
Supplemental Notes 1,3,8
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Appendix 1

Supplemental Tables





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Enrollment Trends, by Age

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

October	Total ages 3–34	Ages 3–4 ¹	Ages 5–6	Ages 7–13	Ages 14–17	Ages 18–19			Ages 20–24				
						Total	In elementary/ secondary	In post- secondary	Total	Ages 20–21	Ages 22–24	Ages 25–29	Ages 30–34
1970	56.4	20.5	89.5	99.2	94.1	47.7	10.5	37.3	21.5	31.9	14.9	7.5	4.2
1971	56.2	21.2	91.6	99.1	94.5	49.2	11.5	37.7	21.9	32.2	15.4	8.0	4.9
1972	54.9	24.4	91.9	99.2	93.3	46.3	10.4	35.9	21.6	31.4	14.8	8.6	4.6
1973	53.5	24.2	92.5	99.2	92.9	42.9	10.0	32.9	20.8	30.1	14.5	8.5	4.5
1974	53.6	28.8	94.2	99.3	92.9	43.1	9.9	33.2	21.4	30.2	15.1	9.6	5.7
1975	53.7	31.5	94.7	99.3	93.6	46.9	10.2	36.7	22.4	31.2	16.2	10.1	6.6
1976	53.1	31.3	95.5	99.2	93.7	46.2	10.2	36.0	23.3	32.0	17.1	10.0	6.0
1977	52.5	32.0	95.8	99.4	93.7	46.2	10.4	35.7	22.9	31.8	16.5	10.8	6.9
1978	51.2	34.2	95.3	99.1	93.7	45.4	9.8	35.6	21.8	29.5	16.3	9.4	6.4
1979	50.3	35.1	95.8	99.2	93.6	45.0	10.3	34.6	21.7	30.2	15.8	9.6	6.4
1980	49.7	36.7	95.7	99.3	93.4	46.4	10.5	35.9	22.3	31.0	16.3	9.3	6.4
1981	48.9	36.0	94.0	99.2	94.1	49.0	11.5	37.5	22.5	31.6	16.5	9.0	6.9
1982	48.6	36.4	95.0	99.2	94.4	47.8	11.3	36.5	23.5	34.0	16.8	9.6	6.3
1983	48.4	37.5	95.4	99.2	95.0	50.4	12.8	37.6	22.7	32.5	16.6	9.6	6.4
1984	47.9	36.3	94.5	99.2	94.7	50.1	11.5	38.6	23.7	33.9	17.3	9.1	6.3
1985	48.3	38.9	96.1	99.2	94.9	51.6	11.2	40.4	24.0	35.3	16.9	9.2	6.1
1986	48.2	38.9	95.3	99.2	94.9	54.6	13.1	41.5	23.6	33.0	17.9	8.8	6.0
1987	48.6	38.3	95.1	99.5	95.0	55.6	13.1	42.5	25.5	38.7	17.5	9.0	5.8
1988	48.7	38.2	96.0	99.7	95.1	55.6	13.9	41.8	26.1	39.1	18.2	8.3	5.9
1989	49.0	39.1	95.2	99.3	95.7	56.0	14.4	41.6	27.0	38.5	19.9	9.3	5.7
1990	50.2	44.4	96.5	99.6	95.8	57.2	14.5	42.7	28.6	39.7	21.0	9.7	5.8
1991	50.7	40.5	95.4	99.6	96.0	59.6	15.6	44.0	30.2	42.0	22.2	10.2	6.2
1992	51.4	39.7	95.5	99.4	96.7	61.4	17.1	44.3	31.6	44.0	23.7	9.8	6.1
1993	51.8	40.4	95.4	99.5	96.5	61.6	17.2	44.4	30.8	42.7	23.6	10.2	5.9
1994	53.3	47.3	96.7	99.4	96.6	60.2	16.2	43.9	32.0	44.9	24.0	10.8	6.7
1995	53.7	48.7	96.0	98.9	96.3	59.4	16.3	43.1	31.5	44.9	23.2	11.6	5.9
1996	54.1	48.3	94.0	97.7	95.4	61.5	16.7	44.9	32.5	44.4	24.8	11.9	6.1
1997	55.6	52.6	96.5	99.1	96.6	61.5	16.7	44.7	34.3	45.9	26.4	11.8	5.7
1998	55.8	52.1	95.6	98.9	96.1	62.2	15.7	46.4	33.0	44.8	24.9	11.9	6.6
1999	56.0	54.2	96.0	98.7	95.8	60.6	16.5	44.1	32.8	45.3	24.5	11.1	6.2
2000	55.9	52.1	95.6	98.2	95.7	61.2	16.5	44.7	32.5	44.1	24.6	11.4	6.7
2001	56.3	52.4	95.3	98.3	95.8	61.0	17.1	43.9	33.9	46.0	25.4	11.8	6.9
2002	56.1	54.5	95.2	98.3	96.4	63.3	18.0	45.3	34.4	47.8	25.6	12.1	6.6

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

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

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

Prekindergarten in U.S. Public Schools

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

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

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

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

Prekindergarten in U.S. Public Schools

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

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

#Rounds to zero.

¹Interpret data with caution (estimates are unstable).

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

³LEP refers to limited English proficient students, or "English language learners."

⁴Low income is defined as eligible for free or reduced-price lunch.

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

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

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

Trends in Full- and Half-Day Kindergarten

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

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

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

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

Trends in Full- and Half-Day Kindergarten

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

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

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

Past and Projected Elementary and Secondary School Enrollments

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

Fall of year	Total enrollment			Total enrollment preK–12 by region							
	Grades preK–12	Grades preK–8	Grades 9–12	Northeast		Midwest		South		West	
				Total	Percent	Total	Percent	Total	Percent	Total	Percent
1965	42,173	30,563	11,610	8,833	20.9	11,834	28.1	13,834	32.8	7,568	17.9
1970	45,894	32,558	13,336	9,860	21.5	12,936	28.2	14,759	32.2	8,339	18.2
1975	44,819	30,515	14,304	9,679	21.6	12,295	27.4	14,654	32.7	8,191	18.3
1980	40,877	27,647	13,231	8,215	20.1	10,698	26.2	14,134	34.6	7,831	19.2
1985	39,422	27,034	12,388	7,318	18.6	9,862	25.0	14,117	35.8	8,124	20.6
1986	39,753	27,420	12,333	7,294	18.3	9,871	24.8	14,312	36.0	8,276	20.8
1987	40,008	27,933	12,076	7,252	18.1	9,870	24.7	14,419	36.0	8,468	21.2
1988	40,189	28,501	11,687	7,208	17.9	9,846	24.5	14,491	36.1	8,644	21.5
1989	40,543	29,152	11,390	7,200	17.8	9,849	24.3	14,605	36.0	8,889	21.9
1990	41,217	29,878	11,338	7,282	17.7	9,944	24.1	14,807	35.9	9,184	22.3
1991	42,047	30,506	11,541	7,407	17.6	10,080	24.0	15,081	35.9	9,479	22.5
1992	42,823	31,088	11,735	7,526	17.6	10,198	23.8	15,357	35.9	9,742	22.7
1993	43,465	31,504	11,961	7,654	17.6	10,289	23.7	15,591	35.9	9,931	22.8
1994	44,111	31,898	12,213	7,760	17.6	10,386	23.5	15,851	35.9	10,114	22.9
1995	44,840	32,341	12,500	7,894	17.6	10,512	23.4	16,118	35.9	10,316	23.0
1996	45,611	32,764	12,847	8,006	17.6	10,638	23.3	16,373	35.9	10,594	23.2
1997	46,127	33,073	13,054	8,085	17.5	10,704	23.2	16,563	35.9	10,775	23.4
1998	46,539	33,346	13,193	8,145	17.5	10,722	23.0	16,713	35.9	10,959	23.5
1999	46,857	33,488	13,369	8,196	17.5	10,726	22.9	16,842	35.9	11,094	23.7
2000	47,204	33,688	13,515	8,222	17.4	10,730	22.7	17,007	36.0	11,244	23.8
2001	47,688	33,952	13,736	8,250	17.3	10,745	22.5	17,252	36.2	11,441	24.0
						Projected					
2002	47,918	33,942	13,976	8,306	17.3	10,793	22.5	17,277	36.1	11,543	24.1
2003	48,040	33,843	14,198	8,306	17.3	10,768	22.4	17,321	36.1	11,645	24.2
2004	48,175	33,669	14,506	8,294	17.2	10,751	22.3	17,378	36.1	11,752	24.4
2005	48,304	33,534	14,770	8,275	17.1	10,741	22.2	17,430	36.1	11,859	24.6
2006	48,524	33,589	14,936	8,258	17.0	10,756	22.2	17,522	36.1	11,988	24.7
2007	48,640	33,654	14,986	8,224	16.9	10,743	22.1	17,571	36.1	12,102	24.9
2008	48,690	33,791	14,899	8,179	16.8	10,713	22.0	17,604	36.2	12,196	25.0
2009	48,761	33,994	14,767	8,138	16.7	10,687	21.9	17,632	36.2	12,305	25.2
2010	48,890	34,243	14,648	8,110	16.6	10,676	21.8	17,668	36.1	12,436	25.4
2011	49,084	34,597	14,487	8,091	16.5	10,678	21.8	17,727	36.1	12,587	25.6
2012	49,367	35,006	14,361	8,090	16.4	10,703	21.7	17,816	36.1	12,759	25.8
2013	49,737	35,430	14,307	8,104	16.3	10,746	21.6	17,933	36.1	12,955	26.0

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

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

Past and Projected Elementary and Secondary School Enrollments

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

School year	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent	Total	Percent of Northeast	Total	Percent of Midwest	Total	Percent of South	Total	Percent of West
Grades K–12										
1989–90	4,714	10.4	1,310	15.4	1,340	12.0	1,240	7.8	824	8.5
1991–92	4,783	10.2	1,280	14.7	1,335	11.7	1,276	7.8	892	8.6
1993–94	4,743	9.8	1,235	13.9	1,294	11.2	1,363	8.0	851	7.9
1995–96	4,920	9.9	1,245	13.6	1,329	11.2	1,416	8.1	930	8.3
1997–98	4,962	9.7	1,241	13.3	1,328	11.0	1,479	8.2	915	7.8
1999–2000	5,074	9.8	1,255	13.3	1,332	11.0	1,553	8.4	934	7.8
Grades K–8										
1989–90	3,588	11.0	947	15.7	1,052	13.1	949	8.2	639	9.0
1991–92	3,657	10.7	935	15.0	1,059	12.7	974	8.1	689	9.1
1993–94	3,641	10.4	907	14.2	1,021	12.2	1,048	8.4	664	8.4
1995–96	3,760	10.4	911	13.9	1,042	12.3	1,086	8.4	721	8.8
1997–98	3,781	10.3	911	13.6	1,036	12.1	1,126	8.6	708	8.4
1999–2000	3,849	10.3	917	13.6	1,035	12.1	1,177	8.8	720	8.3
Grades 9–12										
1989–90	1,126	9.0	362	14.6	288	9.2	291	6.8	185	7.1
1991–92	1,126	8.9	346	13.6	276	8.9	302	7.0	203	7.3
1993–94	1,102	8.4	328	13.1	273	8.5	315	7.1	186	6.5
1995–96	1,160	8.5	334	13.0	286	8.5	330	7.1	209	6.8
1997–98	1,181	8.3	330	12.5	292	8.5	353	7.2	206	6.3
1999–2000	1,225	8.4	338	12.6	297	8.5	375	7.5	214	6.3

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

Concentration of Enrollment by Race/Ethnicity and Poverty

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

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

¹Black includes African American and Hispanic includes Latino. Racial categories exclude Hispanic origin.

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

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

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

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

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

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

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

Past and Projected Undergraduate Enrollments

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

Year	Total	Sex		Attendance status		Type of institution	
		Male	Female	Full-time	Part-time	4-year	2-year
1970	7,376	4,254	3,122	5,280	2,096	5,057	2,319
1971	7,743	4,418	3,325	5,512	2,231	5,164	2,579
1972	7,941	4,429	3,512	5,488	2,453	5,185	2,756
1973	8,261	4,538	3,723	5,580	2,681	5,249	3,012
1974	8,798	4,765	4,033	5,726	3,072	5,394	3,404
1975	9,679	5,257	4,422	6,169	3,510	5,709	3,970
1976	9,429	4,902	4,527	6,030	3,399	5,546	3,883
1977	9,717	4,897	4,820	6,094	3,623	5,674	4,043
1978	9,691	4,766	4,925	5,967	3,724	5,663	4,028
1979	9,998	4,821	5,178	6,080	3,919	5,781	4,217
1980	10,475	5,000	5,475	6,362	4,113	5,949	4,526
1981	10,755	5,109	5,646	6,449	4,306	6,039	4,716
1982	10,825	5,170	5,655	6,484	4,341	6,053	4,772
1983	10,846	5,158	5,688	6,514	4,332	6,123	4,723
1984	10,618	5,007	5,611	6,348	4,270	6,087	4,531
1985	10,597	4,962	5,635	6,320	4,277	6,066	4,531
1986	10,798	5,018	5,780	6,352	4,446	6,118	4,680
1987	11,046	5,068	5,978	6,463	4,584	6,270	4,776
1988	11,317	5,138	6,179	6,642	4,674	6,442	4,875
1989	11,743	5,311	6,432	6,841	4,902	6,592	5,151
1990	11,959	5,380	6,579	6,976	4,983	6,719	5,240
1991	12,439	5,571	6,868	7,221	5,218	6,787	5,652
1992	12,538	5,583	6,955	7,244	5,293	6,815	5,722
1993	12,324	5,484	6,840	7,179	5,144	6,758	5,566
1994	12,263	5,422	6,840	7,169	5,094	6,733	5,530
1995	12,232	5,401	6,831	7,145	5,086	6,739	5,493
1996	12,327	5,421	6,906	7,299	5,028	6,764	5,563
1997	12,451	5,469	6,982	7,419	5,032	6,845	5,606
1998	12,437	5,446	6,991	7,539	4,898	6,948	5,489
1999	12,681	5,559	7,122	7,735	4,946	7,089	5,593
2000	13,155	5,778	7,377	7,923	5,232	7,207	5,948
2001	13,716	6,004	7,711	8,328	5,388	7,465	6,251
				Projected¹			
2002	13,829	6,008	7,821	8,438	5,392	7,705	6,124
2003	14,048	6,085	7,963	8,592	5,456	7,840	6,209
2004	14,146	6,127	8,019	8,668	5,478	7,901	6,245
2005	14,329	6,183	8,146	8,797	5,532	8,011	6,318
2006	14,511	6,248	8,264	8,931	5,580	8,123	6,388
2007	14,634	6,304	8,331	9,033	5,602	8,201	6,433
2008	14,775	6,370	8,405	9,152	5,622	8,293	6,482
2009	14,965	6,448	8,517	9,298	5,667	8,414	6,551
2010	15,109	6,502	8,608	9,403	5,706	8,511	6,599
2011	15,255	6,547	8,708	9,493	5,762	8,600	6,655
2012	15,404	6,586	8,818	9,572	5,832	8,684	6,720
2013	15,568	6,622	8,946	9,657	5,911	8,771	6,797

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

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

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

Adult Participation in Work-Related Learning

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

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

#Rounds to zero.

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

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

³Includes only those who reported working in the previous 12 months.

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

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

Adult Participation in Work-Related Learning

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

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

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

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

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

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

— Not available.

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

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

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

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

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

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

Students' Reading and Mathematics Achievement Through 3rd Grade

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

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

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

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

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

Reading Performance of Students in Grades 4 and 8

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

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

— Not available.

*Significantly different from 2003.

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

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

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

Reading Performance of Students in Grades 4 and 8

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

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

—Not available.

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

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

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

Reading Performance of Students in Grades 4 and 8

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

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

See notes at end of table.

Reading Performance of Students in Grades 4 and 8

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

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

—Not available.

#Rounds to zero.

*Significantly different from national average in 2003.

**Change in score is statistically significant.

¹Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1992 reading assessment.

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

³Department of Defense Domestic Dependent Elementary and Secondary Schools.

⁴Department of Defense Dependent Schools (overseas).

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

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

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

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

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

*Significantly different from 2002.

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

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

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

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

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

—Not available.

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

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

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

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

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

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

See notes at end of table.

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

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

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

— Not available.

#Rounds to zero.

*Significantly different from national average in 2002.

**Change in score is statistically significant.

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

²Department of Defense Domestic Dependent Elementary and Secondary Schools.

³Department of Defense Dependent Schools (overseas).

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

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

Mathematics Performance of Students in Grades 4 and 8

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

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

— Not available.

*Significantly different from 2003.

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

NOTE: In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. The NAEP national sample in 2003 was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. The 2003 mathematics assessment did not include students in grade 12. See *supplemental note 4* for more information on achievement levels and the National Assessment of Educational Progress (NAEP).

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

Mathematics Performance of Students in Grades 4 and 8

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

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

—Not available.

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

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

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

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

Mathematics Performance of Students in Grades 4 and 8

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

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

See notes at end of table.

Mathematics Performance of Students in Grades 4 and 8

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

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

—Not available.

*Significantly different from national average in 2003.

**Change in score is statistically significant.

¹Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1990 and 1992 mathematics assessments.

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

³Department of Defense Domestic Dependent Elementary and Secondary Schools.

⁴Department of Defense Dependent Schools (overseas).

NOTE: At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while other reported national results in this indicator include both public and private school students. Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. The NAEP national sample in 2003 was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Mathematics Highlights 2003* (NCES 2004–451), figures 1 and 2 and tables 1 and 2, NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1990, 1992, and 2003 Mathematics Assessments.

Education and Health

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

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

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

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

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

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

Youth Neither Enrolled nor Working

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

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

—Not available.

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

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

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

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

Annual Earnings of Young Adults

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

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

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

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

Annual Earnings of Young Adults

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

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

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

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

Annual Earnings of Young Adults

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

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

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

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

Annual Earnings of Young Adults

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

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

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

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

Postsecondary Expectations of 10th-Graders

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

Student or school characteristic	High school diploma or equivalent or less			Some college, including vocational/technical			Bachelor's degree			Graduate/professional degree		
	1980	1990	2002	1980	1990	2002	1980	1990	2002	1980	1990	2002
Total	26.5	10.2	9.2	32.9	30.3	11.5	22.7	32.1	39.7	17.9	27.4	39.7
Sex												
Male	28.0	11.0	12.5	31.7	32.3	13.2	22.4	32.9	41.5	18.0	23.8	32.8
Female	23.4	9.4	5.8	34.2	28.3	9.7	23.8	31.4	37.8	18.7	30.9	46.6
Race/ethnicity¹												
American Indian	35.7	18.8	12.1	32.9	43.0	12.0	17.2	21.8	36.1	14.2	16.5	39.8
Asian/Pacific Islander	11.7	8.2	4.9	21.5	21.7	8.2	32.4	31.4	37.2	34.3	38.7	49.7
Black	26.3	11.1	10.5	32.7	30.2	12.6	21.8	28.2	40.8	19.2	30.5	36.1
White	25.9	9.4	8.0	33.1	29.5	10.9	23.4	33.9	39.6	17.7	27.3	41.4
More than one race	—	—	9.0	—	—	9.5	—	—	38.2	—	—	43.3
Hispanic	33.7	14.3	13.5	33.7	38.5	13.9	17.0	25.5	40.2	15.6	21.7	32.4
Socioeconomic status²												
Lowest quarter	45.1	21.4	16.8	32.8	42.1	17.0	12.9	21.6	38.2	9.1	15.0	28.0
Middle two quarters	25.5	8.4	8.9	38.0	32.7	12.4	22.1	34.1	41.5	14.5	24.7	37.2
Highest quarter	7.4	1.5	2.5	23.3	11.9	4.6	34.6	39.1	37.6	35.7	47.5	55.2
Composite achievement test score in 10th grade²												
Lowest quarter	47.5	21.4	24.1	33.1	46.3	20.1	11.8	19.8	35.3	7.6	12.5	20.5
Second quarter	32.3	11.8	9.1	40.5	40.7	15.3	16.7	30.5	44.9	10.5	17.0	30.8
Third quarter	18.5	5.4	3.7	37.8	26.3	8.0	26.5	38.6	43.1	17.2	29.7	45.2
Highest quarter	7.0	1.7	1.0	21.2	10.6	3.4	35.6	38.6	35.5	36.2	49.1	60.1
10th-grade school sector												
Public	28.1	10.9	9.7	33.5	32.1	12.1	21.6	31.4	39.8	16.7	25.6	38.4
Catholic	9.8	3.2!	1.2	27.1	12.2	3.9	33.2	42.1	41.2	29.9	42.5	53.7
Other private	12.3	4.1!	3.9	27.1	13.1	4.8	32.3	35.1	35.8	28.4	47.6	55.5

— Not available.

! Interpret data with caution.

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

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

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

SOURCE: Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J.M., and Wu, S.-C. (1993). *America's High School Sophomores: A Ten Year Comparison* (NCES 93-087), table 6.1 (1980 and 1990 data) and previously unpublished tabulation (2002 data). Data from U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990"; and Education Longitudinal Study of 2002, Base Year (ELS:2002).

Event Dropout Rates by Family Income, 1972–2001

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

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

—Not available.

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

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

International Comparison of Transition to Postsecondary Education

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

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

— Not available.

† Not applicable.

Rounds to zero.

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

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

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

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

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

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

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

Remediation and Degree Completion

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

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

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

²Includes public less-than-2-year and private less-than-4-year institutions.

³Derived variable based on 1992 composite reading and mathematics standardized test scores.

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

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

Remediation and Degree Completion

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

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

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

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

Trends in Undergraduate Persistence and Completion

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

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

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

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

Trends in Undergraduate Persistence and Completion

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

Student characteristic and year first enrolled	Completed (highest level)			No degree or certificate		
	Bachelor's degree	Associate's degree	Vocational certificate	Still enrolled at 4-year institution	Still enrolled at 2-year institution or less	Not enrolled
Sex						
Male						
1989–90	24.5	10.2	11.3	10.0	5.6	38.4
1995–96	23.5	10.7	9.6	14.1	6.6	35.6
Female						
1989–90	26.9	12.1	14.4	6.3	4.8	35.4
1995–96	26.3	9.3	13.4	9.6	6.6	34.8
Race/ethnicity¹						
Asian/Pacific Islander						
1989–90	34.4	8.5	11.5!	13.5	6.4	25.7
1995–96	35.7	10.6!	6.9	16.0	7.6	23.2
Black						
1989–90	16.9	8.8	16.1	8.2	5.3	44.7
1995–96	14.5	5.2	16.9	11.2	7.2	45.1
White						
1989–90	27.3	11.6	12.3	7.9	4.3	36.6
1995–96	27.8	10.3	10.6	11.4	6.3	33.6
Hispanic						
1989–90	17.8	11.5	15.7	6.8	11.8	36.4
1995–96	15.2	11.8	14.4	11.4!	7.4	39.8
Family income						
Lowest quarter						
1989–90	16.7	11.5	17.2	7.3	4.9	42.3
1995–96	15.0	14.0	14.9	10.7	6.1	39.4
Middle two quarters						
1989–90	24.6	11.6	13.2	7.8	5.2	37.5
1995–96	23.7	9.5	12.5	11.4	7.4	35.5
Highest quarter						
1989–90	38.4	9.8	7.7	9.5	5.5	29.1
1995–96	41.0	5.9	5.7	12.8	5.4	29.2

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

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

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

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

Degrees Earned by Women

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

Field of study	1970–71	1984–85	2001–02
Total¹	364,100	496,900	742,100
Business	10,500	105,000	140,800
Education	131,400	66,800	82,300
Social sciences and history	57,200	40,300	68,700
Health professions and related sciences	19,400	54,700	60,300
Psychology	17,000	27,200	59,400
Communications	3,800	24,800	39,900
Visual and performing arts	18,100	23,700	39,600
Biological sciences/life sciences	10,400	18,400	36,600
English language and literature/letters	42,200	21,900	36,500
Computer and information sciences	300	14,300	13,100
Engineering	400	12,600	12,300
Agriculture and natural resources	500	5,600	10,700
Physical sciences	3,000	6,600	7,500
Mathematics	9,400	7,300	5,800

¹Includes other fields not shown separately.

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

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

Degrees Earned by Women

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

Field of study	1970–71	1984–85	2001–02	Change in percentage points		
				1970–71 to 1984–85	1984–85 to 2001–02	1970–71 to 2001–02
Master's degrees						
Total¹	40.1	49.9	58.7	9.8	8.8	18.6
Health professions and related sciences	55.3	76.3	77.6	21.0	1.2	22.2
Education	56.2	72.5	76.4	16.3	4.0	20.2
English language and literature/letters	60.6	65.6	68.0	5.0	2.4	7.4
Psychology	40.6	65.1	76.4	24.5	11.3	35.8
Communications	34.6	57.0	65.4	22.5	8.4	30.8
Biological sciences/life sciences	33.6	47.7	57.8	14.1	10.2	24.3
Visual and performing arts	47.4	55.3	57.6	7.9	2.3	10.2
Social sciences and history	28.5	38.4	50.8	9.9	12.5	22.4
Agriculture and natural resources	5.9	27.5	48.1	21.7	20.6	42.2
Mathematics	27.1	32.9	42.4	5.8	9.5	15.2
Business	3.9	31.0	41.1	27.1	10.1	37.2
Physical sciences	13.3	23.2	37.6	9.9	14.4	24.3
Computer and information sciences	10.3	28.7	33.3	18.4	4.6	22.9
Engineering	1.1	10.7	21.2	9.6	10.4	20.0
Doctoral degrees						
Total¹	14.3	34.1	46.3	19.9	12.2	32.1
Psychology	24.0	49.6	68.2	25.5	18.7	44.2
Education	21.0	52.0	66.5	31.0	14.5	45.5
Health professions and related sciences	16.5	52.9	63.3	36.4	10.4	46.8
English language and literature/letters	28.8	54.9	58.5	26.1	3.7	29.7
Visual and performing arts	22.2	41.5	56.0	19.3	14.5	33.8
Communications	13.1	38.9	55.1	25.8	16.2	42.0
Biological sciences/life sciences	16.3	32.8	44.3	16.5	11.5	28.0
Social sciences and history	13.9	32.2	43.1	18.3	10.9	29.3
Business	2.8	17.2	35.4	14.4	18.2	32.6
Agriculture and natural resources	2.9	14.6	33.5	11.7	18.9	30.7
Mathematics	7.6	15.5	29.0	7.9	13.5	21.4
Physical sciences	5.6	16.2	28.0	10.6	11.7	22.3
Computer and information sciences	2.3	10.1	22.8	7.7	12.7	20.5
Engineering	0.6	6.4	17.2	5.8	10.8	16.6

¹Includes other fields not shown separately.

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

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

Degrees Earned by Women

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

Field of study	1970–71	1984–85	2001–02
		Master's degrees	
Total¹	92,400	142,900	283,000
Education	49,300	54,100	104,400
Business management and administrative services	1,000	20,800	49,600
Health professions and related sciences	3,200	13,300	33,800
Psychology	2,300	6,400	11,400
Social sciences and history	4,700	4,000	7,200
Visual and performing arts	3,200	4,800	6,700
Engineering	200	2,300	5,500
Computer and information sciences	200	2,000	5,400
English language and literature/letters	6,500	3,400	4,900
Communications	600	2,100	3,600
Biological/life sciences	1,900	2,400	3,600
Agriculture and natural resources	100	1,100	2,200
Physical sciences	800	1,300	1,900
Mathematics	1,500	1,100	1,500
		Doctoral degrees	
Total¹	4,600	11,200	20,500
Education	1,300	3,400	4,600
Psychology	500	1,700	3,000
Health professions and related sciences	100	600	2,200
Biological/life sciences	600	1,100	2,000
Social sciences and history	500	900	1,700
Physical sciences	200	600	1,100
Engineering	#	200	900
English language and literature/letters	500	600	800
Visual and performing arts	100	300	600
Business management and administrative services	#	100	400
Agriculture and natural resources	#	200	400
Mathematics	100	100	300
Communications	#	100	200
Computer and information sciences	#	#	200

#Rounds to zero.

¹Includes other fields not shown separately.

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

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

Trends in Science and Mathematics Course-taking

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

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

[!]Interpret data with caution (estimates are unstable).

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

NOTE: The distribution of graduates among the various levels of science courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 6* for more details on these levels. See *supplemental note 3* for more information on the National Education Longitudinal Study of 1988 and the High School and Beyond Longitudinal Study of 1980 Sophomores. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Educational Progress (NAEP), selected years 1987–2000 High School Transcript Studies (HSTS).

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

Year	No mathematics ¹	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Level I	Level II	Total	Level I	Level II	Level III
1982	0.8	16.7	7.4	48.8	30.6	18.2	26.3	15.6	4.8	5.9
1987	0.9	12.0	7.6	50.1	27.0	23.1	29.5	12.9	9.0	7.6
1990	0.6	9.0	8.2	51.6	25.4	26.2	30.6	12.9	10.4	7.2
1992	0.4 [!]	6.2	6.3	49.0	22.7	26.4	38.1	16.4	10.9	10.7
1994	0.7	5.7	6.2	49.4	22.5	26.9	38.1	16.3	11.6	10.2
1998	0.8	3.6	5.3	48.9	21.2	27.7	41.4	14.4	15.2	11.8
2000	0.8	2.5	4.1	48.0	18.6	29.4	44.6	14.1	18.0	12.5

[!]Interpret data with caution (estimate is unstable).

¹Indicates that student transcript records did not list any recognized mathematics courses; however, these students may have studied some mathematics.

NOTE: The distribution of graduates among the various levels of mathematics courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 6* for more details on these levels. See *supplemental note 3* for more information on the National Education Longitudinal Study of 1988 and the High School and Beyond Longitudinal Study of 1980 Sophomores. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Educational Progress (NAEP), selected years 1987–2000 High School Transcript Studies (HSTS).

Student Characteristics in Science and Mathematics Coursetaking

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

Student or school characteristic	No science ¹	Low academic level				Advanced academic level			
		Total	Primary physical science	Secondary physical science and basic biology	General biology	Total	Chemistry I or physics I	Chemistry I or physics I and advanced biology	Chemistry II or physics II or advanced biology
Total	0.7	8.7	2.8	5.9	27.5	63.1	30.5	14.8	17.9
Sex									
Male	0.9	10.2	3.4	6.7	28.6	60.3	27.5	15.5	17.4
Female	0.5	7.4	2.2	5.2	26.5	65.6	33.1	14.2	18.3
Race/ethnicity²									
American Indian	0.9!	12.3	3.2!	9.1	43.7	43.1	30.5	8.2!	4.4!
Asian/Pacific Islander	0.4!	8.3	4.0!	4.3	11.7	79.7	21.4	24.5	33.8
Black	0.7!	9.0	2.7	6.3!	29.5	60.8	34.0	13.1	13.7
White	0.6	8.0	2.3	5.7	27.7	63.7	30.4	15.1	18.2
Hispanic	0.9!	12.2	5.2!	7.0	30.7	56.2	30.4	11.1	14.6
Curriculum³									
Core or higher	0.2!	2.7	0.5!	2.2	16.8	80.3	35.7	21.6	23.0
Less than Core	1.3	17.2	6.1	11.2	42.6	38.8	23.1	5.1	10.7
Control of school									
Public	0.7	9.2	3.0	6.1	28.6	61.5	29.8	13.8	18.0
Private	#	3.9!	0.1!	3.9!	15.5!	80.6	38.1	25.7	16.8
School enrollment									
Less than 300	#	4.8!	1.2!	3.6!	33.0	62.2	35.5	17.5	9.2!
300–999	0.8!	8.4	3.6	4.8	27.9	63.0	30.7	14.5	17.8
1,000 or more	0.7	9.3	2.5	6.8	26.8	63.2	29.8	14.6	18.8

#Rounds to zero.

!Interpret with caution (estimates are unstable).

¹Students 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.

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

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

NOTE: The placement of graduates in the various levels of science courses is determined by the completion of at least one course at that level. Graduates who have completed coursework at more than one level (e.g., primary physical science and secondary physical science and basic biology) were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 6* for more details on these levels. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). Detail may not sum to totals because of rounding.

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

Student Characteristics in Science and Mathematics Coursetaking

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

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

#Rounds to zero.

!Interpret with caution (estimates are unstable).

¹Students 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.

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

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

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

Detail may not sum to totals because of rounding.

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

Instructional Approaches to 8th-Grade Science

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

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

†Reporting standards not met (too few cases).

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

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

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

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

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

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

!Interpret data with caution (estimates are unstable).

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

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

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

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

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

!Interpret data with caution (estimates are unstable).

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

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

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

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

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

!Interpret data with caution (estimates are unstable).

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

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

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

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

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

!Interpret data with caution (estimates are unstable).

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

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

Parental Choice of Schools

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

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

See notes at end of table.

Parental Choice of Schools

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

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

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

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

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

Parental Choice of Schools

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

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

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

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

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

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

Parental Choice of Schools

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

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

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

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

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

Characteristics of School Principals

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

Individual characteristic	All principals ¹	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Total	100.0	76.7	79.0	21.0	23.3	88.5	11.5
Sex							
Male	53.7	44.9	48.2	32.4	76.9	78.3	66.3
Female	46.4	55.1	51.8	67.6	23.1	21.8	33.7
Age							
Under 40	11.1	10.5	9.9	12.9	9.9	10.0	9.6
40–44	12.7	12.5	12.6	12.5	13.1	12.9	14.6
45–49	22.6	22.6	23.7	18.6	22.8	23.1	20.4
50–54	30.0	30.0	32.0	22.4	32.8	33.5	28.0
55 and above	23.7	24.3	21.9	33.6	21.4	20.6	27.3
Race/ethnicity ²							
American Indian	0.7	0.7	0.7	0.6!	1.1	1.1	0.9!
Asian/Pacific Islander	0.9	1.0	0.7!	1.9	0.7!	0.8!	0.3!
Black	9.8	11.1	11.8	8.1	7.6	8.4	1.3!
White	83.9	82.2	81.2	86.2	86.6	85.6	94.5
Hispanic	4.7	5.1	5.6	3.2	4.0	4.1	3.1!
Type of degree earned							
No degree	1.5	0.9	#	4.2	0.1!	#	1.1
Associate's	0.3	0.2!	#	0.7!	#	#	0.1!
Bachelor's	7.0	6.5	1.8	24.4	2.7	1.4	13.3
Master's	53.5	54.1	53.9	54.7	56.1	55.8	58.6
Education specialist ³	28.1	29.5	34.6	9.9	29.6	31.3	16.0
Doctoral/first-professional	9.8	8.9	9.7	6.1	11.5	11.6	10.9

#Rounds to zero.

!Interpret data with caution (estimates are unstable).

¹Includes principals of combined elementary and secondary schools.

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

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

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

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

Characteristics of School Principals

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

Professional characteristic	All principals ¹	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Total	100.0	76.7	79.0	21.0	23.3	88.5	11.5
Years as a principal							
3 or fewer	29.7	29.6	29.5	29.9	29.6	30.3	23.5
4–9	29.9	28.9	30.0	24.8	33.5	33.7	32.0
10–19	27.8	28.5	28.5	28.5	26.2	25.9	28.8
20 or more	12.7	13.0	12.0	16.8	10.8	10.1	15.8
Years of teaching experience before becoming principal							
3 or fewer	9.9	7.8	4.9	18.8	7.4	6.4	15.5
4–9	29.7	29.1	29.5	27.4	31.1	31.6	27.3
10–19	43.1	44.8	47.1	36.0	44.0	44.8	37.7
20 or more	17.3	18.4	18.5	17.8	17.5	17.2	19.6
Years of teaching experience since becoming principal							
3 or fewer	84.2	85.9	89.6	71.8	86.0	88.7	64.5
4–9	8.1	7.5	6.0	13.1	8.1	6.6	19.8
10–19	5.6	4.7	3.5	9.4	4.5	3.6	12.0
20 or more	2.1	1.9	0.9	5.8	1.4	1.2	3.7!
Average annual salary							
Less than \$30,000	7.1	6.1	0.4!	27.4	2.3	0.1!	18.6
\$30,000–44,999	12.3	12.4	4.2	43.0	6.9	5.0	20.4
\$45,000–59,999	25.7	26.5	28.5	19.2	24.7	24.7	24.3
\$60,000–74,999	31.6	32.9	40.2	5.2	34.4	36.5	19.1
\$75,000–99,999	21.0	20.4	25.1	3.3	27.9	30.4	9.4
\$100,000 or more	2.4	1.7	1.6	1.9	3.9	3.3	8.2

!Interpret data with caution (estimates are unstable).

¹Includes principals of combined elementary and secondary schools.

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

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

Characteristics of School Principals

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

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

¹Includes principals of combined elementary and secondary schools.

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

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

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

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

¹Includes principals of combined elementary and secondary schools.

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

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

High School Guidance Counseling

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

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

¹Guidance staff includes guidance counselors and paraprofessionals.

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

Some numbers revised from previously published data.

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

High School Guidance Counseling

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

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

!Interpret data with caution (estimates are unstable).

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

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

Student Support Staff in Public Schools

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

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

¹Does not distinguish between full- and part-time status of staff.

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

³The average number of students per staff is based on the total number of full- and part-time staff. These differ from pupil/teacher ratios which are based on the total number of full-time-equivalent teachers. Student enrollment data used to calculate this ratio are for schools with such staff.

NOTE: Regular public schools do not include alternative, special education, special program emphasis, or vocational/technical schools. Data for combined elementary and secondary schools and for ungraded schools are excluded. See *supplemental note 3* for information on the Schools and Staff Survey (SASS). Detail may not sum to totals because of rounding.

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

Student Support Staff in Public Schools

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

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

¹Does not distinguish between full- and part-time status of staff.

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

³The average number of students per staff is based on the total number of full- and part-time staff. These differ from pupil/teacher ratios which are based on the total number of full-time-equivalent teachers. Student enrollment data used to calculate this ratio are for schools with such staff.

NOTE: Regular public schools do not include alternative, special education, special program emphasis, or vocational/technical schools. High-poverty schools are those where at least 75 percent of students are eligible for free or reduced-price lunch; low-poverty schools are those where less than 15 percent of students are eligible for free or reduced-price lunch. Data for combined elementary and secondary schools and for ungraded schools are excluded. See *supplemental note 3* for information on the Schools and Staffing Survey (SASS). Detail may not sum to totals because of rounding.

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

Employees Who Study

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

Degree goal	No degree attained, not enrolled in 2001	No degree attained, enrolled in 2001	Any degree or certificate attained	Highest degree attained		
				Certificate	Associate's	Bachelor's
Students who work¹						
Total with degree or certificate goal	38.3	17.5	44.2	21.8	12.8	9.7
Certificate goal	42.5	4.3 [!]	53.2	51.6	1.7	‡
Associate's degree goal	38.1	27.0	34.9	8.6	21.1	5.2
Bachelor's degree goal	32.4	16.6	51.1	5.9	11.2	34.1
Employees who study¹						
Total with degree or certificate goal	54.8	8.4	36.8	28.1	7.1	1.6
Certificate goal	46.1	5.9 [!]	48.0	44.9	3.1	‡
Associate's degree goal	62.6	5.7	31.7	22.1	9.5	0.1
Bachelor's degree goal	53.6	19.6	26.7	9.1	9.4	8.2

[!]Interpret data with caution (estimates are unstable).

[‡]Reporting standards not met (too few cases).

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

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

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

Top 30 Postsecondary Courses

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

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

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

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

Top 30 Postsecondary Courses

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

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

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

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

Remedial Coursetaking

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

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

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

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

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

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

Remedial Coursetaking

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

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

#Rounds to zero.

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

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

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

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

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

Remedial Coursetaking

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

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

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

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

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

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

Distance Education at Postsecondary Institutions

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

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

‡Reporting standards not met (too few cases).

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

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

Distance Education at Postsecondary Institutions

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

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

†Not applicable.

¹1997–98 data based on the estimated 5,010 2- and 4-year postsecondary institutions in the nation; 2000–01 data based on the estimated 4,130 2- and 4-year Title IV-eligible, degree-granting institutions.

²1997–98 data based on the estimated 1,680 institutions that offered distance education courses in 1997–98; 2000–01 data based on the estimated 2,320 institutions that offered any distance education courses in 2000–01.

³1997–98 data based on the estimated 1,620 institutions that had undergraduate programs and that offered any distance education courses in 1997–98; 2000–01 data based on the estimated 2,170 institutions that had undergraduate programs and that offered any distance education courses in 2000–01.

⁴1997–98 data based on the estimated 750 institutions that had graduate or first-professional programs and that offered any distance education courses in 1997–98; 2000–01 data based on the estimated 1,080 institutions that had graduate or first-professional programs and that offered any distance education in 2000–01.

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

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

Care Arrangements for Children After School

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

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

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

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

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

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

⁴See *supplemental note 1* for information on community type.

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

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

Care Arrangements for Children After School

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

Care arrangement characteristic	Relative care	Nonrelative care	Center- or school-based programs
Total (in thousands)	6,276	2,565	6,567
Arrangement has a fee (percentage) ¹	19.0	72.0	58.0
	Average cost per hour (in dollars) to households²		
All households	\$5.60	\$7.90	\$5.60
Households without financial help from outside			
Cost for one child only	4.70	4.20	5.40
Cost includes more than one child	6.50	12.20	10.00
Households with financial help from outside			
Cost for one child only	3.20	‡	4.50
Cost includes more than one child	6.00!	‡	5.10!

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

‡Reporting standards not met.

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

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

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

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

Children's Activities After School

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

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

See notes at end of table.

Children's Activities After School

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

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

— Not available.

¹Interpret data with caution (estimates are unstable).

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

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

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

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

Public Elementary and Secondary Expenditures

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

Location	Total expenditures per student ¹									GCEI adjusted expenditures ²	Percent change, total expenditures	Percent change, enrollment
	1991–92	1992–93	1994–95	1995–96	1996–97	1997–98	1998–99	1999–2000	2000–01	1994–95	1991–92 to 2000–01	1991–92 to 2000–01
Total³	\$6,945	\$7,148	\$7,352	\$7,318	\$7,445	\$7,697	\$8,045	\$8,377	\$8,700	\$7,268	25.3	12.0
Large city	7,730	8,061	7,685	7,566	7,644	7,910	8,503	8,867	9,452	7,156	22.3	21.7
Midsize city	6,602	6,715	7,172	7,128	7,241	7,480	7,898	8,298	8,577	7,171	29.9	-23.7
Urban fringe of a large city	7,685	7,988	7,955	7,883	7,848	8,279	8,444	8,824	9,151	7,365	19.1	115.1
Urban fringe of a midsize city	7,124	7,160	6,876	6,824	7,288	7,244	7,538	7,658	7,900	6,968	10.9	7.3
Large town	6,443	6,513	6,536	6,256	6,482	6,644	6,897	7,255	7,532	6,888	16.9	-51.2
Small town	6,422	6,608	6,612	6,483	6,856	6,887	7,259	7,567	7,697	7,175	19.8	-48.9
Rural ⁴	6,499	6,733	7,074	7,204	7,356	7,511	7,863	8,164	8,423	7,674	29.6	37.7

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

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

³Total excludes school districts that have not been assigned a location.

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

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

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

Public Elementary and Secondary Expenditures

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

Location	Current expenditures per student ¹									GCEI adjusted expenditures ²	Percent change, current expenditures
	1991–92	1992–93	1994–95	1995–96	1996–97	1997–98	1998–99	1999–2000	2000–01	1994–95	1991–92 to 2000–01
Total³	\$5,871	\$6,304	\$6,185	\$6,191	\$6,328	\$6,474	\$6,701	\$6,865	\$7,268	\$6,126	23.8
Large city	6,696	7,298	6,520	6,494	6,543	6,749	7,122	7,326	7,892	6,082	17.9
Midsized city	5,555	5,924	6,073	6,123	6,286	6,417	6,663	6,986	7,401	6,088	33.2
Urban fringe of a large city	6,405	6,999	6,577	6,590	6,615	6,864	7,010	7,133	7,542	6,088	17.8
Urban fringe of a midsized city	6,042	6,361	5,734	5,725	6,102	5,953	6,173	6,293	6,559	5,824	8.5
Large town	5,427	5,816	5,664	5,429	5,689	5,730	6,033	6,181	6,477	5,967	19.3
Small town	5,425	5,779	5,664	5,540	5,855	5,860	6,146	6,275	6,598	6,155	21.6
Rural ⁴	5,462	5,818	5,964	5,983	6,152	6,266	6,464	6,608	6,974	6,489	27.7

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

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

³Total excludes school districts that have not been assigned a location.

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

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

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

International Comparisons of Expenditures for Education

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

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

— Not available.

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

²GDP adjusted to national financial year.

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

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

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

⁶Data are for full- and part-time students.

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

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

Institutional Aid at 4-Year Colleges and Universities

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

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

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

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

Institutional Aid at 4-Year Colleges and Universities

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

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

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

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

Debt Burden of College Students

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

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

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

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

Debt Burden of College Students

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

Student or institutional characteristic	Less than \$10,000		\$10,000–14,999		\$15,000–19,999		\$20,000–24,999		\$25,000 or more	
	1992–93	1999–2000	1992–93	1999–2000	1992–93	1999–2000	1992–93	1999–2000	1992–93	1999–2000
Total	48.2	17.5	22.6	17.7	14.4	21.5	8.0	17.2	6.8	26.1
Sex										
Male	48.2	17.9	20.6	16.6	15.5	21.2	8.5	18.2	7.3	26.2
Female	48.3	17.3	24.1	18.5	13.6	21.7	7.6	16.5	6.5	26.0
Race/ethnicity ¹										
Asian/Pacific Islander	33.2	14.5	41.7	30.9	10.4	16.2	6.1	17.7	8.6	20.8
Black	46.9	14.2	22.2	14.9	18.0	23.1	7.7	18.3	5.3	29.5
White	47.6	17.1	22.2	17.2	14.8	22.0	8.6	17.8	6.9	25.9
Hispanic	64.1	23.7	18.0	18.3	8.7	20.3	4.0	10.8	5.1	26.9
Public 4-year	56.0	22.1	22.7	20.1	11.9	19.9	6.2	16.5	3.3	21.4
Nondoctoral	58.9	26.6	24.1	23.7	10.4	17.9	4.9	14.2	1.8	17.7
Doctoral	54.3	20.1	21.9	18.5	12.7	20.9	7.0	17.5	4.1	23.1
Private not-for-profit 4 year	36.0	9.3	20.7	13.5	18.8	24.6	11.5	18.7	13.1	34.0
Nondoctoral	39.5	11.5	20.8	15.8	19.9	27.6	9.3	17.9	10.5	27.2
Doctoral	30.1	5.9	20.4	9.8	17.1	20.0	15.1	19.8	17.4	44.6
Family income										
Dependent total	47.0	16.1	22.3	17.3	15.1	24.9	8.9	18.2	6.8	23.4
Lowest quarter	42.9	18.3	22.6	20.5	18.7	20.7	10.3	18.2	5.6	22.3
Lower middle quarter	53.3	11.0	23.4	17.3	11.0	25.5	7.4	21.6	4.9	24.6
Upper middle quarter	46.0	15.1	24.6	15.6	12.3	31.8	9.0	13.0	8.1	24.5
Highest quarter	48.5	21.8	15.0	13.8	16.0	22.1	7.0	20.5	13.5	21.8
Independent total	49.4	19.2	22.7	18.1	14.0	17.4	7.2	16.0	6.8	29.4
Baccalaureate degree major										
Business and management	55.1	20.2	18.3	17.1	12.9	26.8	6.7	17.3	7.1	18.7
Education	47.8	16.9	24.7	20.5	15.2	22.7	5.0	15.2	7.3	24.7
Engineering, mathematics, or science	48.1	19.1	19.7	16.7	17.1	19.0	7.7	18.4	7.4	26.9
Humanities or social sciences	49.3	16.2	25.3	17.3	12.1	18.6	8.2	18.5	5.2	29.5
Other	42.3	16.8	24.4	17.8	15.2	20.9	10.8	16.0	7.3	28.6
Monthly salary in 1994/2001										
Lowest quarter	50.7	16.9	21.7	20.1	14.6	22.8	7.7	17.2	5.3	23.1
Lower middle quarter	48.3	19.1	27.4	19.9	13.8	23.2	6.4	15.0	4.1	22.8
Upper middle quarter	49.3	16.7	22.1	16.3	14.4	22.1	7.9	18.2	6.3	26.8
Highest quarter	46.7	15.2	18.0	16.7	15.7	20.4	8.3	18.4	11.3	29.5
Employment status in 1994/2001										
Employed full time	48.2	17.1	22.7	17.6	14.2	22.2	8.1	17.2	6.8	26.0
Employed part time	46.0	19.4	23.1	22.3	16.1	18.6	8.8	16.7	6.0	23.1

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

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

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

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Appendix 2

Supplemental Notes





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Note 1: Commonly Used Variables

Certain common variables, such as parents' education, race/ethnicity, community type, poverty, family income quartiles, geographic region, and occupation are used by different surveys cited in *The Condition of Education 2004*. The definitions for these variables can vary from survey to survey and sometimes vary between different time periods for a single survey. This supplemental note describes how several common variables, used in various indicators in this volume, are defined in each of the surveys. In addition, this note describes in further detail certain terms used in several indicators.

PARENTS' EDUCATION

For *indicators 3, 8, 9, 10, 11, 25, and 30*, parents' education is the highest level attained by either parent. *Indicators 9, 10, and 11* report parents' highest level of education based on a question in the National Assessment of Educational Progress (NAEP) that asked students in 8th and 12th grade to indicate the highest level of education completed by each parent. Students could choose from "did not finish high school," "graduated from high school," "some education after high school," "graduated from college," and "I don't know." As of the 2001 assessment, data were not collected at grade 4 because 4th-graders' responses in previous assessments were highly variable and contained a large percentage of "I don't know" responses.

RACE/ETHNICITY

Classifications indicating racial/ethnic heritage are based primarily on the respondent's self-identification, as in data collected by the Bureau of the Census, or, in rare instances, on observer identification. These categories are in accordance with the Office of Management and Budget's standard classification scheme.

Ethnicity is based on the following categorization:

- *Hispanic or Latino*: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Race is based on the following categorization:

- *American Indian or Alaska Native, not Hispanic or Latino*: A person having origins in any of the original peoples of North and South America (including Central America) who maintains tribal affiliation or community attachment.
- *Asian, not Hispanic or Latino*: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.
- *Black, not Hispanic or Latino*: A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander, not Hispanic or Latino*: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White, not Hispanic or Latino*: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. In *The Condition of Education*, this category excludes persons of Hispanic origin.

Not all categories are shown in all indicators either because of insufficient data in some of the smaller categories or because sampling plans did not distinguish between groups, such as Asians and Pacific Islanders.

Note 1: Commonly Used Variables

Continued

In *The Condition of Education 2004*, these definitions apply to indicators 3, 5, 7, 8, 9, 10, 11, 12, 13, 15, 18, 22, 25, 26, 33, and 38.

Indicators based on the National Household Education Surveys Program (7, 26, and 34) use up to five categories of race/ethnicity: White, non-Hispanic; Black, non-Hispanic; Hispanic; Asian or Pacific Islander, non-Hispanic; and all other races, non-Hispanic. The latter category includes American Indian, Alaska Native, and all other races. Not all categories are shown in all indicators because of insufficient data in some of the smaller categories.

COMMUNITY TYPE

In the Bureau of the Census's Current Population Survey (CPS), community type is a collective term based on the concept of a metropolitan area (MA), "a large population nucleus together with adjacent communities that have a high degree of economic and social integration with that core." MAs are designated and defined by the Office of Management and Budget, following standards established by the interagency Federal Executive Committee on Metropolitan Areas, with the aim of producing definitions that are as consistent as possible for all MAs nationwide. (See <http://www.census.gov/prod/cen1990/cph-s/cph-s-1-1.pdf> and <http://www.census.gov/population/www/estimates/metroarea.html> for more details.)

In order to be designated as an MA, an area must meet one or both of the following criteria: (1) include a city with a population of at least 50,000 or (2) include a Census Bureau-defined urbanized area and a total MA population of at least 100,000 (75,000 in New England). Under the standards, the county (or counties) that contains the largest city in the area is the "central county" (or counties) and includes all adjacent counties that have at least 50 percent of their population in the urbanized area surrounding the largest city. Additional "outlying

counties" are included in the MA if they meet specified requirements of commuting to the central counties and selected requirements of metropolitan character (such as population density and percent urban). In New England, MAs are defined in terms of cities and towns, following rules analogous to those used with counties elsewhere.

All territory, population, and housing units inside of MAs are characterized as *metropolitan*. Any territory, population, or housing units located outside of an MA is defined as *nonmetropolitan*.

In large MAs, the individual counties (or other geographic entities) included may be combined into Metropolitan Statistical Areas (MSAs) or Primary Metropolitan Statistical Areas (PMSAs) within the MA. These MSAs and PMSAs may then be further grouped into even larger Consolidated Metropolitan Statistical Areas (CMSAs). These PMSAs and CMSAs may span states. As of June 1999, there were 258 MSAs and 18 CMSAs in the United States, which included a total of 72 PMSAs.

The largest city in each MSA/CMSA is designated a *central city*, and additional cities may qualify as such if specified requirements are met concerning population size and commuting patterns. In June 1999, there were 532 central cities in the United States plus 12 in Puerto Rico.

The Census also divides the entire geographic area of the United States into *urbanized*, *urban*, and *rural* areas. The boundaries of these geographical areas generally follow the contours of areas classified according to the metropolitan, central city, and nonmetropolitan classification, but there are both urban and rural territories within both metropolitan and nonmetropolitan areas.

An *urbanized area* consists of one or more "central places" and the adjacent densely

Note 1: Commonly Used Variables

Continued

settled surrounding “urban fringe” that together have a minimum population of 50,000 people. A “place” is either an incorporated governmental unit, such as a city, village, borough, or town, or a Census Designated Place (CDP), which is an unincorporated population cluster for which the Census Bureau delineates boundaries in cooperation with state and local agencies. The urban fringe is generally all the contiguous territory around the central place(s) having a density of at least 1,000 persons per square mile. The urban fringe also includes outlying territory of such density if it is connected to the contiguous area by roads of certain minimum length.

The Census Bureau then defines *urban* as being all areas that are either urbanized, an incorporated place of 2,500 or more persons, or a CDP of 2,500 or more persons. All territory, population, and housing units not classified as urban are classified as *rural*.

In the Common Core of Data (CCD), the community type of *schools* is classified according to a “Locale Code” that is defined according to these Census definitions. The CCD Locale Code is an eight-level classification of the urbanicity of the location address of a school relative to an MSA. The locale code methodology matches the school to the Census block level, and when that match cannot be done, the locale code is assigned using the ZIP code of the school location. Once the Census block is determined, the urban/rural, central city, and metropolitan/nonmetropolitan status of the school is known. The CCD Locale Code is a variable that NCES created for general description, sampling, and other statistical purposes. It is based upon the location of school buildings and in some cases may not reflect the entire attendance area or residences of enrolled students. For example, not all students enrolled in the school may live in the Census block of the school. The codes are assigned to schools by NCES using data

provided by the Bureau of the Census matching to the location addresses provided on the CCD. Every school is assigned one of the following locale codes:

- *Large city*: The school is located in the central city of an MSA or CMSA with a population of 250,000 or more.
- *Midsized city*: The school is located in the central city of an MSA or CMSA with a population less than 250,000.
- *Urban fringe of a large city*: The school is located in the urban area of an MSA or CMSA containing a large central city but not in any central city of the MSA or CMSA.
- *Urban fringe of a midsized city*: The school is located in the urban area of an MSA or CMSA containing a midsized central city but not in any central city of the MSA or CMSA.
- *Large town*: The school is located in a nonmetropolitan, urban area with a population of at least 25,000.
- *Small town*: The school is located in a nonmetropolitan, urban area with a population between 2,500 and 24,999.
- *Rural, outside an MSA*: The school is located in a nonmetropolitan, rural area.
- *Rural, inside an MSA*: The school is located in rural area within a metropolitan area.

School district locale codes are assigned through the use of these school locale codes. If 50 percent or more of students in the district attend schools that are located in a single locale code, that code is assigned to the district. If not, schools are placed into one of three groups: large or midsized city; urban fringe or rural, inside an MSA; and large town, small town, or rural, outside an MSA. The group with the

Note 1: Commonly Used Variables

Continued

largest number of students is determined, and then the locale code within the group having the largest number of students is assigned to the district. If the number of students between two or more groups is the same, then the largest (i.e., most rural) locale code is assigned. Districts with no schools or students are given a locale code of “N.”

In *The Condition of Education 2004*, these labels and definitions apply to *indicator 35*.

Variations of the eight-level CCD Locale Code are used to categorize community type in other NCES surveys.

In the Baccalaureate and Beyond Longitudinal Study (B&B), the community type of a college is determined according to its address using the following seven categories:

- *Large central city*: in a large central city within an MSA.
- *Midsized central city*: in a midsize central city within an MSA.
- *Urban fringe of large city*: in the urban fringe of a large central city within an MSA.
- *Urban fringe of midsized city*: in the urban fringe of a midsize central city within an MSA.
- *Large town*: in a nonmetropolitan, urban area with a population of at least 25,000.
- *Small town*: in a nonmetropolitan, urban area with a population between 2,500 and 24,999.
- *Rural*: in a rural area within or outside a metropolitan area.

In the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Survey (SASS), the community type of a

school is categorized according to its address as follows:

- *Central city*: in a large or midsize central city within an MSA.
- *Urban fringe/large town*: in the urban fringe of a large or midsize city; a large town; or a rural area within an MSA.
- *Rural/small town*: in a small town or rural area outside of an MSA.

In *The Condition of Education 2004*, these labels and definitions apply to *indicators 5, 9, 10, and 11*.

In the Fast Response Survey System (FRSS), the community type of a school is categorized according to its address as follows:

- *Central city*: in a central city within an MSA.
- *Urban fringe*: in the urban fringe of a central city within an MSA.
- *Small town*: an incorporated place or Census-designated place with a population greater than or equal to 2,500 and located outside an MSA or CMSA.
- *Rural*: in a rural area within or outside a nonmetropolitan area.

In *The Condition of Education 2004*, these labels and definitions apply to *indicators 2 and 27*. In *indicator 2*, rural and small town are combined into one category.

In the National Education Longitudinal Study of 1988, the community type of a school is categorized according to its school address as follows:

- *Urban*: in a central city within an MSA.
- *Suburban*: all other area within an MSA, not including central cities.

Note 1: Commonly Used Variables

Continued

- *Rural*: nonmetropolitan, or not within an MSA.

In *The Condition of Education 2004*, these labels and definitions apply to *indicator 18*.

The National Household Education Surveys Program (NHES) relies on the urban/rural/urbanized area classification to categorize community type of a household. The respondent's community type is assigned to be the community type of the majority of households in the respondent's residential ZIP Code. The definitions of community type are as follows:

- *Urban, inside of urbanized areas*: a place and the adjacent densely settled surrounding territory that combined have a minimum population of 50,000.
- *Urban, outside of urbanized areas*: an incorporated or unincorporated place outside of urbanized areas with a minimum population of 2,500, with the exception of rural portions of extended cities.
- *Rural*: an area that is not classified as urban, either inside or outside of urbanized areas.

Extended cities are areas that have expanded in recent years to include territory that is essentially rural in character. Since the 1960 Census, these areas have been designated as rural rather than urban, as they would otherwise be according to the definition of "urban," as including all the area of a "place."

In *The Condition of Education 2004*, these labels and definitions apply to *indicators 25* and *33*.

POVERTY

Data on household income and the number of people living in the household are combined with estimates of the poverty threshold published by the Bureau of the Census to classify

children (or adults) as "poor" or "nonpoor" in *indicators 12, 13, and 25*. Children (or adults) in families whose incomes are at or below the poverty threshold are classified as poor; those in families with incomes above the poverty threshold are classified as nonpoor. The thresholds used to determine whether an individual is poor or nonpoor differ for each survey year. The weighted average poverty thresholds for various household sizes for 1991, 1993, 1995, 1996, 1999, 2001, and 2003 are shown in the table on the next page.

Indicators 12, 13, and 25 modify the categories of poverty, to include the "poor," "near-poor," and "nonpoor." Poor is defined to include those families below the poverty threshold, near-poor is defined as those at 100–199 percent of the poverty threshold, and nonpoor is defined as those at 200 percent or more than the poverty threshold.

Indicator 8 employs the Census poverty thresholds for 1998 in determining the number of family risk factors.

Eligibility for the National School Lunch Program also serves as a measure of poverty status. The National School Lunch Program is a federally assisted meal program operated in public and private nonprofit schools and residential child care centers. Unlike the poverty thresholds discussed above, which rely on dollar amounts determined by the Bureau of the Census, eligibility for the National School Lunch Program relies on the federal income poverty guidelines of the Department of Health and Human Services. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guideline; to be eligible for reduced-price lunch, a student must be from a household with an income at or below 185 percent of the federal poverty guideline. Title I basic program funding relies on free-lunch eligibility numbers as one (of four) possible poverty measures for levels

Note 1: Commonly Used Variables

Continued

Weighted average poverty thresholds, by household size: 1991, 1993, 1995, 1996, 1999, 2001, and 2003

Household size	Poverty threshold	Household size	Poverty threshold
NHES:1991		NHES:1999	
2	\$8,865	2	\$10,869
3	10,860	3	13,290
4	13,924	4	17,029
5	16,456	5	20,127
6	18,587	6	22,727
7	21,058	7	25,912
8	23,605	8	28,967
9 or more	27,942	9 or more	34,417
NHES:1993		NHES:2001	
2	9,414	2	11,569
3	11,522	3	14,128
4	14,763	4	18,104
5	17,449	5	20,405
6	19,718	6	24,195
7	22,383	7	27,517
8	24,838	8	30,627
9 or more	29,529	9 or more	35,286
NHES:1995		NHES:2003	
2	9,933	2	12,024
3	12,158	3	14,675
4	15,569	4	18,811
5	18,408	5	22,240
6	20,804	6	25,136
7	23,552	7	28,639
8	26,237	8	31,611
9 or more	31,280	9 or more	37,907
NHES:1996			
2	10,233		
3	12,516		
4	16,036		
5	18,952		
6	21,389		
7	24,268		
8	27,091		
9 or more	31,971		

NOTE: Poverty thresholds for 2003, revised January 22, 2004; for 2001, September 24, 2002; for 1991, 1993, 1996, and 1999, August 22, 2002.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1991, 1993, 1995, 1996, 1999, 2001, and 2003.

Note 1: Commonly Used Variables

Continued

of Title I federal funding. In *The Condition of Education 2004*, eligibility for the National School Lunch Program applies to *indicators 2, 9, 10, and 24*.

FAMILY INCOME QUARTERS

Indicators 19, 37, and 38 use family income quarters in their analyses. *Indicator 19* collapsed the four quarters calculated from the Beginning Postsecondary Students Longitudinal Study (BPS) data into three categories: the lowest 25 percent of the student population (lowest quarter); the middle 50 percent of the student population (two middle quarters); and the highest 25 percent of the student population (highest income quarter). *Indicator 38* collapsed the four quarters calculated from B&B data into the same three categories. *Indicator 37* retained all four quarters calculated from NPSAS data and labeled the lowest 25 percent of the student population “lowest quarter,” the second lowest 25 percent of the student population “lower middle quarter,” the second highest 25 percent of the student population “upper middle quarter,” and the highest 25 percent of the student population “highest income quarter.” Family income was determined for the year before students enrolled in postsecondary education. Family income was used for dependent students (i.e., those under age 24) and student income was used for independent students. Dependent and independent student quarters were calculated separately and then combined into one income variable.

GEOGRAPHIC REGION

The regional classification systems on the next page represents the four geographical regions of the United States as defined by the Bureau of the Census and the Bureau of Economic Analysis (BEA), both of the U.S. Department

of Commerce. In *The Condition of Education 2004*, *indicators 3, 4, 12, and 25* use the Bureau of the Census system. *Indicators 2 and 27* use the Bureau of Economic Analysis system. The Bureau of the Census’ Midwest region includes the same states as the BEA’s Central region.

OCCUPATION

Indicator 7 uses the occupation groups in the 2003 National Household Education Surveys Program (NHES), Adult Education for Work-Related Reasons Survey (AEWR–NHES: 2003) that were aggregated from a set of 22 categories from the Standard Occupational Classification (SOC) categories. The professional or managerial group consisted of the following occupations: executive, administrative, and managerial occupations; engineers, surveyors, and architects; natural scientists and mathematicians; social scientists, social workers, religious workers, and lawyers; teachers: college, university, and other postsecondary institutions; counselors, librarians, and archivists; teachers, except postsecondary institutions; health diagnosing and treating practitioners; registered nurses, pharmacists, dietitians, therapists, and physician’s assistants; writers, artists, entertainers, and athletes; and health technologists and technicians. The service, sales, or support group consisted of technologists and technicians, except health; marketing and sales occupations; administrative support occupations, including clerical; service occupations; and miscellaneous occupations. The trades consisted of agricultural, forestry, and fishing occupations; mechanics and repairers; construction and extractive occupations; precision production occupations; production working occupations; transportation and material moving occupations; and handlers, equipment cleaners, helpers, and laborers.

Note 1: Commonly Used Variables

Continued

Bureau of the Census, Regional Classification

Northeast	South	Midwest	West
Connecticut	Alabama	Illinois	Alaska
Maine	Arkansas	Indiana	Arizona
Massachusetts	Delaware	Iowa	California
New Hampshire	District of Columbia	Kansas	Colorado
New Jersey	Florida	Michigan	Hawaii
New York	Georgia	Minnesota	Idaho
Pennsylvania	Kentucky	Missouri	Montana
Rhode Island	Louisiana	Nebraska	Nevada
Vermont	Maryland	North Dakota	New Mexico
	Mississippi	Ohio	Oregon
	North Carolina	South Dakota	Utah
	Oklahoma	Wisconsin	Washington
	South Carolina		Wyoming
	Tennessee		
	Texas		
	Virginia		
	West Virginia		

BEA, Regional Classification

Northeast	Southeast	Central	West
Connecticut	Alabama	Illinois	Alaska
Delaware	Arkansas	Indiana	Arizona
District of Columbia	Florida	Iowa	California
Maine	Georgia	Kansas	Colorado
Maryland	Kentucky	Michigan	Hawaii
Massachusetts	Louisiana	Minnesota	Idaho
New Hampshire	Mississippi	Missouri	Montana
New Jersey	North Carolina	Nebraska	Nevada
New York	South Carolina	North Dakota	New Mexico
Pennsylvania	Tennessee	Ohio	Oklahoma
Rhode Island	Virginia	South Dakota	Oregon
Vermont	West Virginia	Wisconsin	Utah
			Texas
			Washington
			Wyoming

Note 2: The Current Population Survey (CPS)

The Current Population Survey (CPS) is a monthly survey of approximately 50,000 households that are selected scientifically from the 50 states and the District of Columbia. The CPS has been conducted for more than 50 years. The Bureau of the Census conducts the survey for the Bureau of Labor Statistics, asking a knowledgeable adult household member (known as the “household respondent”) to answer all the questions on all of the month’s questionnaires for all members of the household.

The CPS collects data on the social and economic characteristics of the civilian, noninstitutional population, including information on income, education, and participation in the labor force. However, the CPS does not collect all this information every month. Each month a “basic” CPS questionnaire is used to collect data about participation in the labor force of each household member, 15 years old and above, in every sampled household. In addition, different supplemental questionnaires are administered each month to collect information on other topics.

In March and October of each year, the supplementary questionnaires contain some questions of relevance to education policy. The Annual Social and Economic Supplement, or March CPS Supplement, is a primary source of detailed information on income and work experience in the United States. The labor force and work experience data from this survey are used to profile the U.S. labor market and to make employment projections. Data from this survey are also used to generate the annual Population Profile of the United States, reports on geographical mobility, educational attainment, and detailed analyses of wage rates, earnings, and poverty status. The October Supplement contains basic annual school enrollment data for preschool, elementary and secondary, and postsecondary students, as well as educational background information needed to produce

dropout estimates on an annual basis. In addition to the basic questions about education, interviewers ask supplementary questions about school enrollment for all household members 3 years old and above.

CPS interviewers initially used printed questionnaires. Since 1994, the Census Bureau has used Computer-Assisted Personal and Telephone Interviewing (CAPI and CATI) to collect data. Both technologies allow interviewers to use a complex questionnaire and increases consistency by reducing interviewer error. Further information on the CPS can be found at <http://www.bls.census.gov/cps>

DEFINITION OF SELECTED VARIABLES

Family income

The October CPS collects data on family income, which are used in *indicators 3 and 16* to measure a student’s economic standing. Family income is derived from a single question asked of the household respondent. Income includes money income from all sources including jobs, business, interest, rent, and social security payments. The income of nonrelatives living in the household is excluded, but the income of all family members 14 years old and above, including those temporarily living away, is included. Family income refers to income received over a 12-month period.

Families in the bottom 20 percent of all family incomes are classified as low income, families in the top 20 percent of all family incomes are classified as high income, and families in the 60 percent between these two categories are classified as middle income. The table on the next page shows the current dollar amount (rounded to the nearest \$100) of the breakpoints between low and middle income and between middle and high income. For example, low income in 2000 is defined as the range between \$0 and \$15,300; middle income is defined as the

Note 2: The Current Population Survey (CPS)

Continued

range between \$15,301 and \$72,000; and high income is defined as \$72,001 and over. Therefore, the breakpoints between low and middle income and between middle and high income are \$15,300 and \$72,000, respectively.

Dollar value (in current dollars) at the breakpoint between low- and middle- and between middle- and high-income categories of family income: October 1970–2001

October	Breakpoints between:	
	Low- and middle-income	Middle- and high-income
1970	\$3,300	\$11,900
1971	—	—
1972	3,500	13,600
1973	3,900	14,800
1974	—	—
1975	4,300	17,000
1976	4,600	18,300
1977	4,900	20,000
1978	5,300	21,600
1979	5,800	23,700
1980	6,000	25,300
1981	6,500	27,100
1982	7,100	31,300
1983	7,300	32,400
1984	7,400	34,200
1985	7,800	36,400
1986	8,400	38,200
1987	8,800	39,700
1988	9,300	42,100
1989	9,500	44,000
1990	9,600	46,300
1991	10,500	48,400
1992	10,700	49,700
1993	10,800	50,700
1994	11,800	55,500
1995	11,700	56,200
1996	12,300	58,200
1997	12,800	60,800
1998	13,900	65,000
1999	14,700	68,000
2000	15,300	72,000
2001	16,200	75,100

— Not available.

NOTE: Amounts are rounded to the nearest \$100.

Note 2: The Current Population Survey (CPS)

Continued

Parental education

For *indicator 3*, information on parents' education was obtained by merging data from parents' records with their children's. Estimates of a mother's and father's education were calculated only for children who lived with their parents at the time of the survey. For example, estimates of a mother's education are based on children who lived with "both parents" or with "mother only." For children who lived with "father only," the mother's education was unknown; therefore, the "unknown" group was excluded in the calculation of this variable.

Event dropout rate

Indicator 16 reports event dropout rates by family income. Event dropout rates measure the proportion of students who drop out of high school in a given year. They are computed using CPS data on the number of youth ages 15–24 who, in the data collection year, were not enrolled in school, had not earned a diploma or alternative credential, and had been enrolled the previous October in high school. There are several issues that affect interpreting dropout rates by family income using the CPS. First, it is possible that the family income of the students at the time they dropped out was somewhat different from that at the time of the CPS interview. Furthermore, family income is derived from a single question asked of the household respondent in the October CPS. In some cases, there are persons ages 15–24 living in the household who are unrelated to the household respondent yet whose family income is defined as the income of the family of the household respondent. Therefore, the current household income of the respondent may not accurately reflect that person's family background. In particular, some of the young adults ages 15–24 do not live in a family unit with a parent present.

The October survey was administered to about 56,700 households. About 11,300 households

were classified as low income. Of the low-income households, about 2,300 included 15-through 24-year-olds. The use of event dropout rates, which are based on a smaller number of cases than status dropout rates, contributes to large annual fluctuations.

An analysis of 1997 event dropout rates by family income and family status (presence of parent in the household) indicates whether any bias is introduced into the analysis of dropout rates by family income of youth not living with at least one parent (see table on the next page). About 10 percent of 15- through 24-year-olds enrolled in high school in the previous year were not living with a parent, and the percentage was much higher for students in low-income households than for those in middle- and high-income households.

The event dropout rate was lower for those with at least one parent in the household than for those not living with a parent. This was true for all 15- through 24-year-olds as well as within each category of household income. The dropout rate for those with at least one parent in the household was 82 to 83 percent of the dropout rate for all 15- through 24-year-olds within each of the three categories of household income. As a result, despite the fact that a much higher proportion of students in low-income households did not reside with a parent, the relative relationships among dropout rates for the three income groups were similar for those with a parent in the household to those for all 15- through 24-year-olds. Specifically, the event dropout rate for those from low-income households was about three times higher than for those from middle-income households and seven times higher than for those from high-income households, both among all 15- through 24-year-olds and among those residing with at least one parent.

Note 2: The Current Population Survey (CPS)

Continued

Percentage distribution of event dropouts for 15- through 24-year-olds according to household type, by family income: October 1997

Family income	Percentage			Event rate (percent)		
	Total	Parent in home	No parent in home	Total	Parent in home	No parent in home
Estimate						
Total	100.0	90.1	9.9	4.6	3.5	14.0
Low income	100.0	67.5	32.5	12.3	10.1	17.0
Middle income	100.0	91.8	8.2	4.1	3.4	11.6
High income	100.0	97.2	2.8	1.8	1.5	10.3
Standard error						
Total	†	0.09	0.09	0.32	1.33	0.56
Low income	†	0.40	0.40	1.36	2.18	1.89
Middle income	†	0.12	0.12	0.41	1.31	0.69
High income	†	0.10	0.10	0.37	2.06	0.87

†Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement 1997.

Youth neither enrolled nor working

The March CPS Supplement added questions to collect information on the educational enrollment of all respondents as well as on their employment status in 1986. To construct the variable for *indicator 13*, all youth ages 16–24 were categorized as being in one of four categories: “enrolled in an education institution but not working”; “working but not enrolled”; “both enrolled and working”; or “neither enrolled nor working.” Respondents who were unemployed and looking for work as well as those who were unemployed and not in the labor force (i.e., not looking for work) were both considered not working. The category “neither enrolled nor working” used in *indicator 13* comprises the population of youth neither enrolled nor working.

Educational attainment

Data from CPS questions on educational attainment are used in *indicators 3, 13, and 14*. From 1972 to 1991, two CPS questions provided data on the number of years of school completed: (1) “What is the highest grade . . . ever attended?”

and (2) “Did . . . complete it?” An individual’s educational attainment was considered to be his or her last fully completed year of school. Individuals who completed 12 years were deemed to be high school graduates, as were those who began but did not complete the first year of college. Respondents who completed 16 or more years were counted as college graduates.

Beginning in 1992, the CPS combined the two questions into the following question: “What is the highest level of school . . . completed or the highest degree . . . received?” This change means that some data collected before 1992 are not strictly comparable with data collected from 1992 onward and that care must be taken when making such comparisons. The new question revised the response categories from the highest grade completed to the highest level of schooling or degree completed. In the revised response categories, several of the lower levels are combined into a single summary category such as “1st, 2nd, 3rd, or 4th grades.” Several new categories are used, including “12th grade, no diploma”; “High school graduate, high school diploma, or the equivalent”; and “Some

Note 2: The Current Population Survey (CPS)

Continued

college but no degree.” College degrees are now listed by type, allowing for a more accurate description of educational attainment. The new question emphasizes credentials received rather than the last grade level attended or completed if attendance did not lead to a credential. The new categories include the following:

- High school graduate, high school diploma, or the equivalent (e.g., GED)
- Some college but no degree
- Associate’s degree in college, occupational/vocational program
- Associate’s degree in college, academic program
- Bachelor’s degree (e.g., B.A., A.B., B.S.)
- Master’s degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctorate degree (e.g., Ph.D., Ed.D.)

High school completion

The pre-1992 questions about educational attainment did not specifically consider high school equivalency certificates (GEDs). Consequently, an individual who attended 10th grade, dropped out without completing that grade, and who subsequently received a high school equivalency credential would not have been counted as completing 12th grade. The new question counts these individuals as if they are high school completers. Since 1988, an additional question has also asked respondents if they have a high school degree or the equivalent, such as a GED. People who respond “yes” are classified as high school completers. Before 1988, the number of individuals who earned a high school equivalency certificate was small relative to the number of high school graduates, so that the subsequent increase from including equivalency certificate recipients in

the total number of people counted as “high school completers” was small in the years immediately after the change was made.

Before 1992, the CPS considered individuals who completed 12th grade to be high school graduates. The revised question added the response category “12th grade, no diploma.” Individuals who select this response are not counted as graduates. Historically, the number of individuals in this category has been small.

College completion

Some students require more than 4 years to earn an undergraduate degree, so some researchers are concerned that the completion rate, based on the pre-1992 category “4th year or higher of college completed,” overstates the number of respondents with a bachelor’s degree (or higher). In fact, however, the completion rates among those ages 25–29 in 1992 and 1993 were similar to the completion rates for those in 1990 and 1991, before the change in the question’s wording. Thus, there appears to be good reason to conclude that the change has not affected the completion rates reported in *The Condition of Education 2004*.

Some college

Based on the question used in 1992 and in subsequent surveys, an individual who attended college for less than a full academic year would respond “some college but no degree.” Before 1992, the appropriate response would have been “attended first year of college and did not complete it”; the calculation of the percentage of the population with 1–3 years of college excluded these individuals. With the new question, such respondents are placed in the “some college but no degree” category. Thus, the percentage of individuals with some college might be larger than the percentage with 1–3 years of college because “some college” includes those who have not completed an entire year of college, whereas “1–3 years of college”

Note 2: The Current Population Survey (CPS)

Continued

does not include these people. Therefore, it is not appropriate to make comparisons between the percentage of those with “some college but no degree” using the post-1991 question and the percentage of those who completed “1–3 years of college” using the two pre-1992 questions.

In *The Condition of Education*, the “some college” category for years preceding 1992 includes only the responses “1–3 years of college.” After 1991, the “some college” category includes those who responded “some college but no degree,” “Associate’s degree in college, occupational/vocational program,” and “Associate’s degree in college, academic program.” The effect of this change of the “some college category” is indicated by the fact that in 1992, 48.9 percent of 25- to 29-year-olds reported completing some college or more compared with 45.3 percent in 1991 (see NCES 2002–025, table 25-2). The 3.6 percent

difference is statistically significant. Some of the increase may be due to individuals who have completed less than 1 year of postsecondary education who in years preceding 1992 would not have responded that they completed “some college.”

Another potential difference in the “some college” category is how individuals who have completed a certificate or some other type of award other than a degree respond to the new questions about their educational attainment introduced in 1992. Some may answer “some college, no degree,” while others may indicate only high school completion, and others may equate their certificate with one of the types of associate’s degrees. No information is available on the tendencies of individuals with a postsecondary credential other than a bachelor’s or higher degree to respond to the new attainment question introduced in 1992.

Note 3: Other Surveys

BACCALAUREATE AND BEYOND LONGITUDINAL STUDY, 2001 (B&B:2000/01)

The Baccalaureate and Beyond Longitudinal Study, 2001 (B&B:2000/01) is a longitudinal study of a subsample of bachelor's degree recipients from the sample of students included in the 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), which is described below. The subsample includes members of the NPSAS:2000 cohort who completed a bachelor's degree between July 1, 1999 and June 30, 2000.

The estimates reported in this publication are based on data collected in the first follow-up of this subsample of bachelor's degree recipients in 2001, 1 year after they graduated from college. These B&B:2000/01 data provide a profile of the 1999–2000 cohort of college graduates, including degree recipients who have enrolled sporadically over time as well as those who enrolled in college immediately after completing high school. The data set contains comprehensive data on the enrollment, attendance, and demographic characteristics of college students and provides a unique opportunity to understand their immediate transitions into work, graduate school, or other endeavors.

Unless otherwise specified, all estimates using data from the Baccalaureate and Beyond Study include students in the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

The weighted overall response rate for the B&B:2000/01 follow-up interview was 74 percent, reflecting an institution response rate of 90 percent and a student response rate of 82 percent. Because the B&B:2000/01 study includes a subsample of NPSAS:2000 nonrespondents, the overall study response rate is the product of the NPSAS:2000 institution-level response rate and the B&B:2000/01 student-level response rate. For further information about the B&B study, see U.S. Department

of Education, National Center for Education Statistics, *Baccalaureate and Beyond Longitudinal Study: 2000/01 Methodology Report* (NCES 2003–156), Washington, DC: 2003, or see the B&B web site at <http://nces.ed.gov/surveys/b&b/>

Data from B&B:2000/01 are used in *indicator 38*.

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY (BPS)

The Beginning Postsecondary Students Longitudinal Study (BPS) is a survey of students who enrolled in postsecondary education for the first time in the year of the survey. Data are collected concerning students' persistence in and completion of postsecondary education programs, the relationships between their work and education efforts, and the effect of postsecondary education on their lives. Like the Baccalaureate and Beyond Longitudinal Study (B&B), the BPS is based on a subsample of students from the National Postsecondary Student Aid Study (NPSAS). The first BPS followed about 8,000 students who began postsecondary education in the 1989–90 academic year and were sampled in NPSAS:90 and responded to the NPSAS questionnaires. These students were surveyed again in spring 1992 (BPS:90/92) and spring 1994 (BPS:90/94), about 5 years after they had first enrolled in postsecondary education. NPSAS:90 collected data on more than 6,000 parents of those students. In addition, BPS collected financial aid records covering the entire period that students were enrolled to provide complete information on their progress and persistence. A second BPS followed a cohort of students drawn from NPSAS:96, who were first followed up in 1998 (BPS:96/98) and then again in 2001 (BPS:96/01), about 6 years after students had first enrolled. To allow comparisons of 5-year outcomes for students covered by the BPS:90/94 and BPS:96/01 surveys, the

Note 3: Other Surveys

Continued

later cohort was asked about enrollment and attainment in 2000 as well as in 2001 when surveyed in 2001.

Unless otherwise specified, all estimates using data from the Beginning Postsecondary Students Study include students in the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

Indicators 19 and 29 use data from the BPS. Further information about the survey is available at <http://nces.ed.gov/surveys/bps/>.

COMMON CORE OF DATA (CCD)

The Common Core of Data (CCD), the Department of Education's primary database on public elementary and secondary education in the United States, is a comprehensive annual, national statistical database of information concerning all public elementary and secondary schools (approximately 91,000) and school districts (approximately 16,000). The CCD consists of five surveys that state education departments complete annually from their administrative records. The database includes a general description of schools and school districts; data on students and staff, including demographics; and fiscal data, including revenues and current expenditures.

Indicators 4 and 35 use data from the CCD. Further information about the database is available at <http://nces.ed.gov/ccd/>

EARLY CHILDHOOD LONGITUDINAL STUDY, KINDERGARTEN CLASS OF 1998–99 (ECLS–K)

The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K) is an ongoing study conducted by NCES. Launched in fall 1998, the study follows a nationally representative sample of children from kindergarten through 5th grade. The purpose of the ECLS–K is twofold: to be both descriptive and analytic.

First, the ECLS–K provides descriptive national data on children's status at entry into school; children's transition into school; and their progression through 5th grade. Second, the ECLS–K provides a rich data set that enables researchers to study how a wide range of family, school, community, and individual variables affect children's early success in school.

A nationally representative sample of 21,260 children enrolled in 1,277 kindergarten programs participated in the initial survey during the 1998–99 school year. These children were selected from both public and private kindergartens, offering full- and half-day programs. The sample consists of children from different racial/ethnic and socioeconomic backgrounds and includes an oversample of Asian/Pacific Islander children. All kindergarten children within the sampled schools were eligible for the sampling process, including language minority and special education students. The sample design for the ECLS–K is a dual-frame, multistage sample. First, 100 Primary Sampling Units (PSUs), which are counties or groups of counties, were selected. Schools within the PSUs were then selected—public schools from a public school frame and private schools from a private school frame, which oversampled private kindergartens. In fall 1998, approximately 23 kindergartners were selected within each of the sampled schools.

Data on the kindergarten cohort were collected in the fall and spring of the kindergarten year from the children, their parents, and their teachers. In addition, information was collected from children's schools and school districts in the spring of the kindergarten year. During the 1999–2000 school year, when most of the cohort moved to the 1st grade, data were again collected from a 30 percent subsample of the cohort in the fall and from the full sample in the spring. Spring 1st-grade data were obtained between March and July 2000, and spring 3rd-

Note 3: Other Surveys

Continued

grade data were obtained between March and July 2002, with 80 percent of the assessments at each round conducted between early April and late May.

Trained evaluators assessed children in their schools and collected information from parents over the telephone. Teachers and school administrators were contacted in their school and asked to complete questionnaires. The children and their families, teachers, and schools provided information on children's cognitive, social, emotional, and physical development. Information was also collected on the children's home environment, home educational practices, school and classroom environments, curricula, and teacher qualifications. Additional surveys of the sampled children are planned for spring 2004 (when children are in the 5th grade).

ECLS-K constructed a family risk index consisting of whether the household income was below the poverty level, the primary home language was other than English, the mother's highest level of education was less than a high school diploma or GED, and whether the child lived in a single-parent household. The percentage of fall 1998 kindergartners with each level of family risk factors was zero (62 percent), one (23 percent), two (12 percent), three (3 percent), and four (rounds to zero).

Indicator 8 is based on the ECLS-K. Further information on the survey is available at <http://nces.ed.gov/ecls/kindergarten.asp>

EDUCATION LONGITUDINAL STUDY OF 2002 (ELS:2002)

The Education Longitudinal Study of 2002 (ELS:2002) is the fourth major national longitudinal survey of high school students conducted by NCES. Three similar previous surveys were the National Longitudinal Study of the High School Class of 1972 (NLS-72), the High School and Beyond Longitudinal

Study of 1980 (HS&B:80), and the National Education Longitudinal Study of 1988 (NELS:88). Like its predecessors, ELS:2002 is designed to provide information to researchers, policy-makers, and the public about high school students' experiences and activities, and to track changes in these young people's lives as they mature in the years after high school. ELS:2002 sampled and collected data from 10th-graders in spring 2002 (the base year), along with data from their English and mathematics teachers, their school's librarian and principal, and one parent for each student. The base-year data include 10th-graders' scores on cognitive tests in reading and mathematics, and the first follow-up will include a test in mathematics. Follow-up surveys are currently planned for 2004 (when most students in the cohort will be seniors preparing for high school graduation) and 2006. About 750 schools were selected (in both the public and private sectors); about 15,000 students in these schools completed base-year surveys, along with about 13,000 of their parents, 7,000 of their teachers, 700 principals, and 700 librarians.

ELS:2002 collected information on students' experiences while in high school (including their coursetaking, achievement, extracurricular activities, social lives, employment, and risk-taking behaviors); students' aspirations, life goals, attitudes, and values; and the influence of family members, friends, teachers, and other people in their lives. Following the same cohort of students over time allows data users to monitor changes in students' lives, including their progress through high school, participation in postsecondary education (entry, persistence, achievement, and attainment), early experiences in the labor market, family formation, and civic participation. In addition, by combining data about students' school programs, coursetaking experiences, and cognitive outcomes with information from teachers and principals, the ELS:2002 data support investi-

Note 3: Other Surveys

Continued

gation of numerous educational policy issues. Such policy questions include the influence of different curriculum paths, instructional methods, and teacher characteristics and whether the effectiveness of high schools varies with their size, organization, student body composition, academic climate, and other characteristics.

Indicator 15 uses data from the ELS. For further details on the survey, see <http://nces.ed.gov/surveys/els2002/overview.asp>

FAST RESPONSE SURVEY SYSTEM (FRSS)

The Fast Response Survey System (FRSS) was established in 1975 to collect and report data on key educational issues at the elementary and secondary level quickly and with minimum response burden. The surveys were designed to meet the data needs of the Department of Education's analysts, planners, and decisionmakers when information cannot be collected quickly through traditional NCEs surveys. Data collected through FRSS surveys are representative at the national level, drawing from a universe that is appropriate for each study. FRSS collects data from state education agencies and national samples of other educational organizations and participants, including local education agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public and school libraries.

Indicators 2 and *27* use data from the FRSS. Further information on the surveys are available at <http://nces.ed.gov/surveys/frss/>

INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS)

The Integrated Postsecondary Education Data System (IPEDS) is the core program that NCEs uses for collecting data on postsecondary education (before IPEDS some of the same information was collected by the Higher Edu-

cation General Information Survey [HEGIS]). IPEDS is a single, comprehensive system that encompasses all identified institutions whose primary purpose is to provide postsecondary education.

IPEDS consists of institution-level data that can be used to describe trends in postsecondary education at the institution, state, and/or national levels. For example, researchers can use IPEDS to analyze information on (1) enrollments of undergraduates, first-time freshmen, and graduate and first-professional students by race/ethnicity and sex; (2) institutional revenue and expenditure patterns by source of income and type of expense; (3) salaries of full-time instructional faculty by academic rank and tenure status; (4) completions (awards) by type of program, level of award, race/ethnicity, and sex; (5) characteristics of postsecondary institutions, including tuition, room and board charges, calendar systems, and so on; (6) status of postsecondary vocational education programs; and (7) other issues of interest.

Data are collected from approximately 9,900 postsecondary institutions, including the following: baccalaureate or higher degree-granting institutions, 2-year award institutions, and less-than-2-year institutions (i.e., institutions whose awards usually result in terminal occupational awards or are creditable toward a formal 2-year or higher award). Each of these three categories is further disaggregated by control (public, private not-for-profit, private for-profit), resulting in nine institutional categories or sectors.

The completion of all IPEDS surveys is mandatory for all institutions that participate or are applicants for participation in any federal financial assistance program authorized by Title IV of the Higher Education Act of 1965.

Indicators 6, 20, 31, and the *special analysis* use data from the IPEDS. The institutional

Note 3: Other Surveys

Continued

categories used in the surveys are described in *supplemental note 8*. Further information about IPEDS is available at <http://nces.ed.gov/ipeds/>

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988 (NELS:88)

The National Education Longitudinal Study of 1988 (NELS:88) is the third major secondary school student longitudinal study sponsored by NCES. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS-72) and the High School and Beyond Longitudinal Study of 1980 (HS&B:80), surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences. Unlike its predecessors, NELS:88 begins with a cohort of 8th-grade students. In 1988, some 25,000 8th-graders and their parents, teachers, and school principals were surveyed. Follow-ups were conducted in 1990, 1992, and 1994, when a majority of these students were in 10th and 12th grades, and then 2 years after their scheduled high school graduation. A fourth follow-up was conducted in 2000.

NELS:88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). For the base year, NELS:88 includes a multifaceted student questionnaire, four cognitive tests, and separate questionnaires for parents, teachers, and schools.

In 1990, when the students were in 10th grade, the students, school dropouts, teach-

ers, and school principals were surveyed. The 1988 survey of parents was not a part of the 1990 follow-up. In 1992, when most of the students were in 12th grade, the second follow-up conducted surveys of students, dropouts, parents, teachers, and school principals. Also, information from the students' transcripts were collected.

Indicators 15, 18, and 21 use data from NELS:88. Further information about the survey is available at <http://nces.ed.gov/surveys/nels88/>

NATIONAL HOUSEHOLD EDUCATION SURVEYS PROGRAM (NHES)

The National Household Education Surveys Program (NHES), conducted in 1991, 1993, 1995, 1996, 1999, 2001, and 2003, collects data on educational issues that cannot be addressed by school-level data. Each survey collects data from households on at least two topics, such as adult education, early childhood program participation, parental involvement in education, and before- and afterschool activities.

NHES surveys the civilian, noninstitutionalized U.S. population in the 50 states and the District of Columbia. Interviews are conducted using computer-assisted telephone interviewing. Data are collected from adults and occasionally from older children (grades 6–12). Whether older or younger children are sampled, data about them are collected from the parent or guardian who is most knowledgeable.

Although NHES is conducted primarily in English, provisions are made to interview persons who speak only Spanish. Questionnaires are translated into Spanish, and bilingual interviewers, who are trained to complete the interview in either English or Spanish, are employed.

Indicators 7, 25, 33, and 34 use data from the NHES. Further information about the program is available at <http://nces.ed.gov/nhes/>

Note 3: Other Surveys

Continued

NATIONAL HEALTH INTERVIEW SURVEY (NHIS)

The National Health Interview Survey (NHIS) is a continuing nationwide sample survey of the noninstitutionalized civilian population. It collects data by conducting personal household interviews, at which time interviewers obtain self-reported information on personal and demographic characteristics, including race and ethnicity, or information from another member of the household. Investigators also collect data about illnesses, injuries, impairments, chronic conditions, activity limitation caused by chronic conditions, utilization of health services, and other health topics. The survey asks respondents about their general health and the effects of any physical, mental, or emotional health problems. Each year the survey is reviewed and special topics are added or deleted. For most health topics, the survey collects data over an entire year.

The NHIS sample includes an oversample of Black and Hispanic persons and is designed to allow researchers to develop national estimates of health conditions, the utilization of health services, and health problems of the U.S. noninstitutionalized civilian population. The response rate for the ongoing part of the survey has been between 94 and 98 percent over the years. In 1997, the NHIS was redesigned, so estimates beginning in 1997 are likely to vary slightly from those for previous years. Interviewers collected information for the basic questionnaire on 100,618 persons in 2000, including 28,495 children.

Indicator 12 uses data from the NHIS. Further information about the survey is available at <http://www.cdc.gov/nchs/nhis.htm>

NATIONAL POSTSECONDARY STUDENT AID STUDY (NPSAS)

The National Postsecondary Student Aid Study (NPSAS) is based on a nationally representative sample of all students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. For NPSAS:2000, information was obtained from more than 900 postsecondary institutions on approximately 50,000 undergraduate, 9,000 graduate, and 3,000 first-professional students. They represented nearly 17 million undergraduates, 2.4 million graduate students, and 300,000 first-professional students who were enrolled at some time between July 1, 1999 and June 30, 2000.

NPSAS is a comprehensive nationwide study designed to determine how students and their families pay for postsecondary education and to describe some demographic and other characteristics of those enrolled. Students attending all types and levels of institutions are represented, including public and private not-for-profit and for-profit institutions and less-than-2-year institutions, community colleges, and 4-year colleges and universities.

To be eligible for inclusion in the institutional sample, an institution must have satisfied the following conditions: (1) offers an education program designed for persons who have completed secondary education; (2) offers an academic, occupational, or vocational program of study lasting 3 months or longer; (3) offers access to the general public; (4) offers more than just correspondence courses; and (5) is located in the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico.

Part-time and full-time students enrolled in academic or vocational courses or programs at these institutions, and not concurrently enrolled in a high school completion program,

Note 3: Other Surveys

Continued

are eligible for inclusion in NPSAS. The first NPSAS, conducted in 1986–87, sampled students enrolled in fall 1986. Since the 1989–90 NPSAS, students enrolled at any time during the year have been eligible for inclusion in the survey. This design change provides the opportunity to collect data necessary to estimate full-year financial aid awards.

Unless otherwise specified, all estimates in *The Condition of Education* using data from the National Postsecondary Student Aid Study include students in the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

Each NPSAS survey provides information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families. Following each survey, NCES publishes three major reports: *Student Financing of Undergraduate Education* (NCES 2002–167), *Student Financing of Graduate and First-Professional Education* (NCES 2002–166), and *Profile of Undergraduates in U.S. Postsecondary Education Institutions* (NCES 2002–168).

Indicators 29, 37, and the special analysis use data from NPSAS. Further information about the survey is available at <http://nces.ed.gov/surveys/npsas/>

POSTSECONDARY EDUCATION QUICK INFORMATION SURVEY (PEQIS)

The Postsecondary Education Quick Information Survey (PEQIS) was established by NCES to collect timely data on focused issues needed for program planning and policy development with a minimum burden on respondents. The survey was designed to assist postsecondary policy analysts, program planners, and decisionmakers who frequently need data on emerging issues quickly. It is not always feasible for NCES to use its large, recurring surveys to provide such data quickly due to the

length of time required to implement large-scale data collection efforts. In addition to obtaining information on emerging issues in a timely manner, PEQIS surveys are used to assess the feasibility of developing large-scale data collection efforts on a given topic or to supplement other NCES postsecondary surveys.

PEQIS uses a standing sample (panel) of approximately 1,600 postsecondary education institutions at the 2- and 4-year levels. The nationally representative panel includes public and private colleges and universities that award associate's, bachelor's, master's, and doctoral degrees. PEQIS can also conduct surveys of states' higher education agencies.

Indicators 31 and 32 use data from the PEQIS. Further information about the survey is available at <http://nces.ed.gov/surveys/peqis/>

SCHOOLS AND STAFFING SURVEY (SASS)

The Schools and Staffing Survey (SASS) is the nation's largest sample survey of America's elementary and secondary schools. First conducted in 1987–88, SASS periodically surveys the following:

- public schools and collects data on school districts, schools, principals, teachers, and library media centers;
- private schools and collects data on schools, principals, teachers, and library media centers;
- schools operated by the Bureau of Indian Affairs (BIA) and collects data on schools, principals, teachers, and library media centers; and
- public charter schools and collects data on schools, principals, teachers, and library media centers.

To ensure that the samples contain sufficient numbers for estimates, SASS uses a stratified

Note 3: Other Surveys

Continued

probability sample design. Public and private schools are oversampled into groups based on certain characteristics. After schools are stratified and sampled, so are the teachers within the schools based on their characteristics. Due to the relatively few numbers of these schools, all charter schools under state supervision that were in existence during the 1998–99 school

year and all schools run by the BIA or American Indian/Alaska Native tribes were included in the 1999–2000 SASS.

Indicators 24, 26, and 28 use data from the SASS. Further information about the survey is available at <http://nces.ed.gov/surveys/SASS/OVERVIEW.ASP>

Note 4: National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), administered regularly in a number of subjects since 1969, has two major goals: to assess student performance reflecting current educational and assessment practices and to measure change in student performance reliably over time. To address these goals, the NAEP includes a main assessment and a long-term trend assessment. The assessments are administered to separate samples of students at separate times, use separate instruments, and measure different educational content. Consequently, results from the assessments should not be compared.

MAIN NAEP

Indicators 5, 9, 10, and 11 are based on the main NAEP. The main NAEP periodically assesses students' performance in several subjects, following the curriculum frameworks developed by the National Assessment Governing Board (NAGB) and using the latest advances in assessment methodology. NAGB develops the frameworks using standards developed within the field, using a consensus process involving educators, subject-matter experts, and other interested citizens. Before 2002, the NAEP national sample was an independently selected national sample. However, beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state. As a result, the size of the national sample increased in 2002, which means that smaller differences between estimates from different administrations and different types of students can now be found to be statistically significant than can be detected in assessment results reported before 2002.

The content and nature of the main NAEP evolves to match instructional practices, so the ability to measure change reliably over time is limited. As standards for instruction and curriculum change, so does the main NAEP. As a result, data from different assessments are not

always comparable. However, recent NAEP main assessment instruments for mathematics, science, and reading have typically been kept stable for short periods, allowing for a comparison across time. For example, from 1990 to 2001, assessment instruments in the same subject areas were developed using the same framework, shared a common set of questions, and used comparable procedures to sample and address student populations. For some subjects that are not assessed frequently, such as civics and the arts, no trend data are available.

The main NAEP results are reported in *The Condition of Education* in terms of both average scale scores and achievement levels. The achievement levels define what students who are performing at *Basic*, *Proficient*, and *Advanced* levels of achievement should know and be able to do. NAGB establishes achievement levels whenever a new main NAEP framework is adopted. These achievement levels have undergone several evaluations but remain developmental in nature and continue to be used on a trial basis. Until the Commissioner of NCES determines that the levels are reasonable, valid, and informative to the public, they should be interpreted and used with caution. The policy definitions of the achievement levels that apply across all grades and subject areas are as follows:

- **Basic:** This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- **Proficient:** This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Note 4: National Assessment of Educational Progress (NAEP)

Continued

- *Advanced*: This level signifies superior performance.

STUDENT ACCOMMODATIONS

Until 1996, the main NAEP assessments excluded certain subgroups of students identified as “special needs students,” including students with disabilities and students with limited English proficiency. For the 1996 and 2000 mathematics assessments and the 1998 and 2000 reading assessments, the main NAEP included a separate assessment with provisions for accommodating these students (e.g., extended time, small group testing, mathematics questions read aloud, and so on). Thus, for these years, there are results for both the unaccommodated assessment and the accommodated assessment. For the 2002 and 2003 reading and 2003 mathematics assessments, the main NAEP did not include a separate unaccommodated assessment; only a single accommodated assessment was administered. The switch to a single accommodated assessment instrument was made after it was determined that accommodations in NAEP did not have any significant effect on student scores.

MATHEMATICS COURSETAKING

The 2003 main NAEP assessments include questions asking students about their course-taking patterns. In 8th grade, students reported on the mathematics course they were currently taking. For reporting purposes, courses were grouped into lower level (group 1) courses and higher level (group 2) courses. Group 1 courses include 8th-grade mathematics and prealgebra. Group 2 courses include algebra I, algebra II, geometry, and integrated or sequential mathematics.

LONG-TERM TREND NAEP

The long-term trend NAEP measures basic student performance in reading, mathematics, science, and writing. Since the mid-1980s, the long-term trend NAEP has used the same instruments to provide a means to compare performance over time, but they do not necessarily reflect current teaching standards or curricula. Results have been reported for students at ages 9, 13, and 17 in mathematics, reading, and science, and at grades 4, 8, and 11 in writing. Results from the long-term trend NAEP are presented as mean scale scores because, unlike the main NAEP, the long-term trend NAEP does not define achievement levels. None of the indicators in *The Condition of Education 2004* are based on the long-term trend NAEP assessments.

Note 5: International Assessments

VIDEOTAPE CLASSROOM STUDY

Under the auspices of the International Association for the Evaluation of Educational Achievement (IEA), the Third International Mathematics and Science Study (TIMSS) assessed and collected data and reported results for more than half a million students at five grade levels, providing information on student achievement, student background characteristics, and school resources in 42 countries in 1995. In 1999, TIMSS was repeated at the 8th-grade level for science and mathematics in 38 countries.

TIMSS 1999 included a Videotape Classroom Study, on which *indicator 23* is based, that examined (1) teachers' beliefs about reform and how these beliefs related to instructional practices; (2) the organization and process of mathematics and science instruction; and (3) the mathematical and scientific content of lessons. The 1999 Video Study expanded on the TIMSS 1995 Video Study (NCES 1999–074, described in NCES 2001–072, *supplemental note 5*) by investigating science teaching in Australia, the Czech Republic, Japan, the Netherlands, and the United States.¹ The TIMSS 1995 Video Study did not investigate science teaching and included only three countries.

The 1999 Video Study selected participants from among those countries and regions whose 8th-graders performed on average above U.S. 8th-grade students on the TIMSS 1995 mathematics assessment. Students in the Czech Republic, Japan, and the Netherlands also outperformed U.S. students on the TIMSS 1995 science assessment, while the average for Australian students was not significantly different from the U.S. average in 1995 (NCES 2004–015).

The 1999 Video Study selected a set of 8th-grade classrooms to be representative of the classrooms in the TIMSS 1999 main study. All of the countries participating in the 1999

Video Study were required to include at least 100 schools in their initial selection of schools for the study. The Video Study final sample, however, included 87 schools from Australia, 100 from the Czech Republic, 100 from Japan, 85 from the Netherlands, and 83 from the United States. Within the specified guidelines, each participating country and region developed their own strategy for obtaining a random sample of 8th-grade lessons to videotape. National or regional research coordinators were responsible for selecting or reviewing the selection of schools and lessons in their country or region.

Most videotaping for this study was done in 1999, though in some countries it began in 1998 and ended in 1999. Only one science class was randomly selected within each school for videotaping. No substitutions of teachers or class periods were allowed. The designated class was videotaped once, in its entirety, without regard to the particular science topic being taught or type of activity taking place. After their classroom was videotaped, teachers were asked to complete a questionnaire. English, Czech, Dutch, and Japanese versions of the questionnaire were created and judged to be equivalent by a group of researchers, each of whom was fluent in at least two of these languages. Questionnaire data were obtained from teachers in 100 percent of the 8th-grade science lessons videotaped in Australia, the Czech Republic, and Japan, 98 percent of Dutch lessons, and 95 percent of U.S. lessons.

Each of the videotaped lessons was examined to assess various elements of the lesson—such as the lesson's coherence, the type of reasoning required of students, the level of complexity of the lesson's content, the connections between parts of the lesson, the kinds of tasks students were asked to engage in as part of the lesson, and the methods students used to solve scientific problems. For this in-depth analysis of the videotaped lessons, an international team

Note 5: International Assessments

Continued

of bilingual representatives from each country assembled to develop and apply codes to the video data. They applied codes in coding passes to each of the videotaped lessons and also created a lesson table for each videotaped lesson, which combined information from a number of codes. After the team finished coding half of their assigned set of lessons, they established a minimum acceptable reliability score for each code of 85 percent. Because not all members of the international coding team were experts in science or teaching, several special coding teams with different areas of expertise were employed to create special codes regarding the scientific nature of the content, the pedagogy, and the discourse. These groups included a science problem analysis group, a science quality analysis group, a problem implementation analysis group, and a text analysis group. Statistical findings presented in the report are based on analyses of these codes.

For these analyses, the following definitions were employed for the terms “making connections among experiences” and “facts, definitions, or problem-solving algorithms”:

- *Making connections*: The primary approach of the lesson is to support students in making connections among experiences,

ideas, patterns, and explanations. Teachers and/or students are engaged in pattern-based reasoning. That is, recognizing, explaining, and using patterns in data by working on such tasks as building a case or an argument to explain patterns observed in data, predicting patterns in data from scientific laws or theories, or collecting data to verify the predicted patterns.

- *Acquiring facts, definitions, and problem-solving algorithms*: The primary approach in the lesson is to teach students a set of facts, definitions, or problem-solving procedures that they will acquire primarily through memorization and practice. Problem-solving is limited to following linear, step-by-step procedures. The information is presented as distinct pieces that are not organized within a larger conceptual framework that links experiences, data, and explanations.

NOTES

¹The 1999 Video Study also expanded on the 1995 Video Study by investigating mathematics teaching in six countries (Australia, the Czech Republic, Japan, the Netherlands, Switzerland, and the United States) and in one region (the Special Administrative Region of Hong Kong).

Note 6: NAEP, NELS, and HS&B Transcript Studies

There are various ways to measure the academic coursework that students complete. For example, one can measure the number of courses a student has completed in different subjects (i.e., whether a student completed two, three, or four courses in mathematics). Another method is to measure the highest level of coursework completed in different subjects (i.e., whether a student's most academically challenging mathematics course was algebra I, trigonometry, or calculus). If one is interested in how common it is for students to complete certain courses, one can measure the frequency with which certain courses are taken as a proportion of all courses taken. Based on these three methods, analysts have created different taxonomies to categorize high school and postsecondary student coursetaking. This supplemental note describes three such taxonomies used in the analyses of individual indicators in *The Condition of Education*.

Indicators 21 and *22* use an “academic pipeline” to classify coursetaking data according to the highest level of coursework completed by high school graduates. These data come from transcripts of graduates of public and private high schools, which were collected as part of the U.S. Department of Education’s National Assessment of Educational Progress (NAEP), National Education Longitudinal Study of 1988 (NELS:88), and the High School and Beyond Longitudinal Study (HS&B). (It is important to note that comparability among these data sets cannot be perfect both because (1) the Secondary School Taxonomy (SST), discussed below, was revised in 1998 and (2) these data come from different transcript collections, thus introducing the possibility of minor variations in the coding methodology even though steps were taken to replicate the data collection and coding methodology in each study.)

Indicator 30 uses a “credit ratio” to classify coursetaking data according to the frequency with which postsecondary courses were completed. These data come from transcripts of three cohorts of different NCES longitudinal studies:

- *1972 Cohort*: The National Longitudinal Study of the High School Class of 1972 (NLS:72/86), with a sample of 22,500 12th-graders. Postsecondary transcripts were collected in 1984 for 12,600 of these students.
- *1982 Cohort*: High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:PETS), with a sample of over 30,000 10th-graders. The students in this cohort were scheduled to graduate from high school in 1982. Postsecondary transcripts were collected in 1993 for 8,400 of these students (HS&B-So:PETS).
- *1992 Cohort*: The National Education Longitudinal Study of 1988 (NELS:88/2000), with a sample of 24,600 8th-graders. The students in this cohort were scheduled to graduate from high school in 1992. Postsecondary transcripts were collected in 2000 for 8,900 of these students (NELS:88/2000-PETS).

The analyses reported in *indicator 30* are based on a subsample of students from each cohort who were in 12th grade on schedule in 1992 and who earned a bachelor’s degree within 8.5 years of their graduation from high school.

Indicator 18 uses five remediation categories to measure the number of remediation courses taken by students who were also in the 12th grade on schedule and entered college by 2000. These estimates come from the postsecondary transcripts in the NELS:88/2000-PETS study.

Note 6: NAEP, NELS, and HS&B Transcript Studies

Continued

ACADEMIC PIPELINES FOR HIGH SCHOOL COURSE-TAKING

Academic “pipelines” organize transcript data in English, science, mathematics, and foreign language into levels based on the normal progression and difficulty of courses within these subject areas. Each level includes courses either of similar academic challenge and difficulty or at the same stage in the progression of learning in that subject area. In the mathematics pipeline, for example, algebra I is placed at a level lower in the pipeline continuum than is algebra II because algebra I is traditionally completed before (and is generally less academically difficult or complex than algebra II).

Classifying transcript data into these levels allows one to infer that high school graduates who have completed courses at the higher levels of a pipeline have completed more advanced coursework than graduates whose courses fall at the lower levels of the pipeline. Tallying the percentage of graduates who completed courses at each level permits comparisons of the percentage of high school graduates in a given year who reach each of the levels, as well as among different graduating classes.

The high school courses taken by students are sorted into the academic levels of the pipeline after they have been organized according to the Classification of Secondary School Courses (CSSC) and the Secondary School Taxonomy (SST). All courses in a student’s transcript are coded with a CSSC value after checking course titles on the student’s transcripts with course catalogs from the student’s high school describing the contents of those courses. These coded courses are then assigned to broader course groupings, forming the academic levels of the pipeline in each subject area, using the SST.

Transcript studies are a reliable source of information, but they do have limitations. One limitation is that transcript studies can describe

the intended—but not the actual—curriculum. The content and instructional methods of one course taught in one school by a certain teacher may be different from the content and instructional methods of another course classified as having the same CSSC code taught in another school, or even the same school, by a different teacher. Nevertheless, validation studies and academic research have shown significant differences between the highest level of academic courses completed by students and their scores on tests of academic achievement (Chaney, Burgdorf, and Atash 1997; Berends, Lucas, and Briggs 2002).

In classifying students’ courses from their transcripts according to a pipeline, only the courses *completed* with a passing grade in a subject area are included and not courses *attempted*. The pipeline also does not provide information on how many courses graduates completed in a particular subject area. Graduates are placed at a particular level in the pipeline based on the level of their highest completed course, regardless of whether they completed courses that would fall lower in the pipeline. Thus, graduates who completed year 3 of (or 11th-grade) French did not *necessarily* complete the first 2 years.

Mathematics Pipeline

Originally developed by Burkam and Lee (NCES 2003–01; NCES 2003–02), the mathematics pipeline progresses from no mathematics courses or nonacademic courses to low, middle, and advanced academic coursework. Each level in the pipeline represents the highest level of mathematics coursework that a graduate completed in high school. Thus, a graduate whose highest course is at the low academic level progressed no further in the mathematics pipeline and did not complete a traditional algebra I course, a prerequisite for higher level mathematics in high school.

Note 6: NAEP, NELS, and HS&B Transcript Studies

Continued

The mathematics pipeline has eight levels: no mathematics; nonacademic; low academic; middle academic I; middle academic II; advanced I; advanced II; and advanced III. Middle levels I and II and advanced levels I, II, and III can be combined to create one middle level and one advanced level, respectively, thus creating a five-level pipeline (no mathematics; nonacademic; low academic; middle academic; and advanced academic).

No mathematics

No coursework completed in mathematics by graduates, or only basic or remedial-level mathematics completed. It is thus possible for a graduate to have taken one or more courses in mathematics, but to be placed in the no mathematics level.

Nonacademic level

Highest completed courses are in general mathematics or basic skills mathematics, such as general mathematics I or II; basic mathematics I, II, or III; consumer mathematics; technical or vocational mathematics; and mathematics review.

Low academic level

Highest completed courses are preliminary courses (e.g., prealgebra) or mathematics courses of reduced rigor or pace (e.g., algebra I taught over the course of 2 academic years). Considered to be more academically challenging than nonacademic courses, courses at this level include prealgebra; algebra I, part I; algebra I, part II; and geometry (informal).

Middle academic level

The middle academic level is divided into two sublevels, each of which is considered to be more academically challenging than the nonacademic and low academic levels, though level I is not considered as challenging as level II.

- *Middle academic level I:* Highest completed course includes algebra I; plane geometry; plane and solid geometry; unified mathematics I and II; or pure mathematics.
- *Middle academic level II:* Highest completed course is algebra II or unified mathematics III.

Advanced academic level

The advanced academic level is divided into three sublevels, each of which is considered more academically challenging than the nonacademic, low academic, and middle academic levels, though level I is not considered as challenging as level II, nor level II as challenging as level III.

- *Advanced academic level I:* Highest completed course is algebra III; algebra/trigonometry; algebra/analytical geometry; trigonometry; trigonometry/solid geometry; analytical geometry; linear algebra; probability; probability/statistics; statistics; statistics (other); or an independent study.
- *Advanced academic level II:* Highest completed course is precalculus or an introduction to analysis.
- *Advanced academic level III:* Highest completed course is Advanced Placement (AP) calculus; calculus; or calculus/analytical geometry.

Science Pipeline

Unlike mathematics and other subjects, such as foreign languages, coursework in science does not follow a common or easily defined sequence. Depending on a school's curriculum, students can choose from several courses with minimal sequencing requirements. Consequently, the method used to construct the science pipeline differs from that used to construct the mathematics pipeline. First, all science courses

Note 6: NAEP, NELS, and HS&B Transcript Studies

Continued

were placed in one of four groups based on subject matter: (1) life science (biology); (2) chemistry; (3) physics; and (4) all other physical sciences (e.g., geology, earth science, physical science). Second, a pipeline was constructed for each of these four groups. Third, the pipelines for chemistry, physics, and all other physical sciences were combined into a single pipeline (a physical science pipeline). Finally, the physical science and life science pipelines were combined to create a single science pipeline. The final pipeline has seven levels: no science; primary physical science; secondary physical science and basic biology; general biology; chemistry I or physics I; chemistry I and physics I; chemistry II or physics II or advanced biology.

No science

Includes graduates who did not complete any courses in science or who completed only basic or remedial-level science. It is possible for a graduate to have taken one or more courses in science but to be placed in the no science level.

Primary physical science

Highest completed course is in basic physical sciences: applied physical science; earth science; college preparatory earth science; or unified science.

Secondary physical science and basic biology

Highest completed course is astronomy; geology; environmental science; oceanography; general physics; basic biology I; or consumer or introductory chemistry.

General biology

Highest completed course is general biology I; secondary life sciences (including ecology, zoology, marine biology, and human physiology); or general or honors biology II.

Chemistry I or physics I

Highest completed course is introductory chemistry; chemistry I; organic chemistry; physical chemistry; consumer chemistry; general physics; or physics I.

Chemistry I and physics I

Highest completed courses include one level I chemistry course (see above) and one level I physics course (see above).

Chemistry II or physics II or advanced biology

Highest completed course is advanced biology; International Baccalaureate (IB) biology II; IB biology III; AP biology; field biology; genetics; biopsychology; biology seminar; biochemistry and biophysics; biochemistry; botany; cell and molecular biology; cell biology; microbiology; anatomy; miscellaneous specialized areas of life sciences; chemistry II; IB chemistry II; IB chemistry III; AP chemistry; physics II; IB physics; AP physics B; AP physics C: mechanics; AP physics C: electricity/magnetism; or physics II without calculus.

CREDIT RATIOS FOR POSTSECONDARY COURSES

Courses recorded on students' transcripts were assigned 6-digit codes using the College Course Map (CCM), which is a modification of the Classification of Instructional Programs (CIP). NCES developed the CIP taxonomy in 1981 as a standard for reporting enrollments and credentials in postsecondary programs. Because the CIP taxonomy was developed to report on postsecondary programs, rather than postsecondary courses, a new taxonomy, the College Course Map (CCM), was developed that retained the basic CIP structure but is more appropriate for transcript analyses. The CCM taxonomy was first published in 1990 for use with the NLS:72/86 transcript data, was modified in 1999 for use with the HS&B-So:PETS

Note 6: NAEP, NELS, and HS&B Transcript Studies

Continued

data, and modified again in 2003 for use with the NELS:88/2000 transcript data. Each 6-digit code represents a discrete subject matter, or a “course,” and reflects the finest level of detail in the taxonomy. Specific course titles may vary across institutions. For example, “introduction to accounting” may be “accounting I” at some institutions, but all introductory accounting courses would have the same 6-digit code regardless of their actual title.

The 30 most commonly completed courses for each cohort are identified using “credit ratios,” calculated by summing all the undergraduate credits earned in each of the more than 1,000 6-digit course categories and then dividing that sum by the total number of credits earned. Credit ratios were computed for each of the three weighted samples. Supplemental table 30-1 shows that the credit ratios for the “top 30” courses for the 1992 cohort range from 3.2 percent for English composition to 0.6 percent for introduction to computing. Adelman (forthcoming-a) suggests that with such a large number of course categories, for any one category to contain 0.5 percent of all credits represents a substantial amount.

The institutional selectivity categories for the 1992 cohort in supplemental table 30-2 are from the *American Freshman* (Higher Education Research Institute 1992). The selectivity indicator includes five categories: “highly selective,” “selective,” “nonselective,” “open door,” and “not ratable” (principally less-than-2-year institutions and specialized conservatories of art and music). Institutions from the last two categories, “open door” and “not ratable,” are not included in the analysis reported in indicator 30. Selectivity is a relative measure based on a number of factors, including the ratio of acceptances to applicants and the average composite SAT score of students in the enter-

ing class. In the 1992 cohort, 7.2 percent of students earned a degree from highly selective institutions, 26.1 percent from selective institutions, and 65.8 percent from nonselective institutions.

POSTSECONDARY REMEDIATION COURSES

The remediation categories used in *indicator 18* are based on the following “if-then-else” coding logic:

1. Any courses in remedial reading
2. Two or fewer remedial courses, mathematics only
3. Two or more remedial courses, but no remedial reading
4. One remedial course, not mathematics or reading
5. No remedial courses

This coding logic identifies students with the most serious problem (reading) first. Reading was judged to be the most serious remedial problem because two-thirds of the students who required remediation in reading were also enrolled in a minimum of two other remedial courses. The second level identified students whose only remedial problem was mathematics, and who required, at most, two remedial mathematics courses. In the third level of the logic cascade, 60 percent of the students enrolled in three or more remedial courses other than remedial reading (the logic allowed this combination to include three or more mathematics courses). The fourth level identified those students who completed only one remedial course other than reading or mathematics. The residual group of students completed no remedial courses.

Note 7: International Definitions

LEVELS OF EDUCATION

Indicators 17 and *36* use the International Standard Classification of Education (ISCED) (OECD 1999) to compare educational systems in different countries. The ISCED is the standard used by many countries to report education statistics to UNESCO and the Organization for Economic Cooperation and Development (OECD). The ISCED divides educational systems into the following seven categories, based on six levels of education.

Education preceding the first level (early childhood education) usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1 to 3 years, when it is provided. In the United States, this level includes nursery school and kindergarten.

Education at the first level (primary or elementary education) usually begins at age 5, 6, or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.

Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If there is no clear breakpoint for this organizational change, the lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and

where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

Education at the third level (upper secondary education) typically begins at ages 15 or 16 and lasts for approximately 3 years. In the United States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subject-matter lines, in contrast to the lower secondary level, and teachers typically must have a higher level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools.

Education at the fourth level (postsecondary nontertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the completion of secondary school, typically lasts from 6 months to 2 years, and may be considered as an upper secondary or postsecondary program in a national context. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification. This level of education is not included in the analysis for *indicator 17* but is included for select countries in *indicator 36*.

Note 7: International Definitions

Continued

Education at the fifth level (first stage of tertiary education) includes programs with more advanced content than those offered at the two previous levels. Entry into programs at the fifth level normally requires successful completion of either of the two previous levels. *Indicator 17* makes a distinction between two types of tertiary education.

- *Tertiary-type A* programs provide an education that is largely theoretical and is intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high-skill requirements. Entry into these programs normally requires the successful completion of an upper secondary education; admission is competitive in most cases. The minimum cumulative theoretical duration at this level is 3 years of full-time enrollment. In the United States, tertiary-type A programs include first university programs that last 4 years and lead to the award of a bachelor's degree and second university programs that lead to a master's degree.
- *Tertiary-type B* programs are typically shorter than tertiary-type A programs and focus on practical, technical, or occupational skills for direct entry into the labor market, although they may cover some theoretical foundations in the respective programs. They have a minimum duration of 2 years of full-time enrollment at the tertiary level. In the United States, such programs are often provided at community colleges and lead to an associate's degree.

Education at the sixth level (advanced research qualification) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time

enrollment in most countries (for a cumulative total of at least 7 years at levels five and six), although the length of actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

For *indicator 36*, postsecondary education includes the fifth and sixth levels, except as noted.

ENTRY RATES

For *indicator 17*, entry rates represent the proportion of people who enter *tertiary-type A* or *B programs* for the first time, regardless of changes in population sizes and of differences among OECD countries in the typical age of entry. The *entry rate* is the sum of the net entry rates for single ages. The net entry rate of a single age (such as age 18) is obtained by dividing the number of first-time entrants of that age in each type of tertiary education by the total population in the corresponding age group (multiplied by 100 to obtain a percentage). This calculation controls for different modal ages of entry into tertiary education across OECD countries.

First-time entrants are those who enroll for the first time in either a type A or type B program. Not all OECD countries are able to distinguish among students entering a tertiary program for the first time and those transferring between different levels of tertiary education or repeating or re-entering a level after an absence. Thus, first-time entry rates for each type of tertiary education cannot be added to obtain the total tertiary-level entry rate. Doing so would result in double counting of some entrants.

When no data on new entrants by age are available (such as is the case for 1998 data on type B programs for Germany and type A and B programs for Japan and Korea, and for 2001 data on type B programs for Germany, Italy, and the Slovak Republic and type A and

Note 7: International Definitions

Continued

B programs for Japan and Korea), the OECD calculates *gross entry rates*, which indicate the ratio of all entrants, regardless of age, to the size of the population at the typical age of entry. Data by a single year of age are available only for those ages 15–29, so the net entry rates for older students are estimated using 5-year age bands.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2003). *Education at a Glance: OECD Indicators, 2003*.

Note 8: Classification of Postsecondary Education Institutions

The U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) employs various categories to classify postsecondary institutions. This note outlines the different categories used in varying combinations in the special analysis and several of the indicators.

BASIC IPEDS CLASSIFICATIONS

The term “postsecondary institutions” is the category used to refer to institutions with formal instructional programs and a curriculum designed primarily for students who have completed the requirements for a high school diploma or its equivalent. For many analyses, however, comparing all institutions from across this broad universe of postsecondary institutions would not be appropriate. Thus, postsecondary institutions are placed in one of three levels, based on the highest award offered at the institution:

- *4-year-and-above institutions:* Institutions or branches that award a 4-year degree or higher in one or more programs, or a postbaccalaureate, postmaster’s, or post-first-professional certificate.
- *2-year but less-than-4-year institutions:* Institutions or branches that confer at least a 2-year formal award (certificate, diploma, or associate’s degree), or that have a 2-year program creditable toward a baccalaureate degree.
- *Less-than-2-year institutions:* Institutions or branches that have programs lasting less than 2 years that result in a terminal occupational award or are creditable toward a degree at the 2-year level or higher.

Postsecondary institutions are further divided according to these criteria: degree-granting versus nondegree-granting; type of financial control; and Title IV-participating versus not Title IV-participating.

Degree-granting institutions offer associate’s, bachelor’s, master’s, doctor’s, and/or first-professional degrees that a state agency recognizes or authorizes. *Nondegree-granting* institutions offer other kinds of credentials and exist at all three levels. The number of 4-year nondegree-granting institutions is small compared with the number at both the 2-year but less-than-4-year and less-than-2-year levels.

IPEDS also classifies institutions at each of the three levels of institutions by type of financial control: *public*; *private not-for-profit*; or *private for-profit* (e.g., proprietary schools). Thus, IPEDS divides the universe of postsecondary institutions into nine different “sectors.” In some sectors (for example, 4-year private for-profit institutions), the number of institutions is small relative to other sectors. Institutions in any of these nine sectors can be degree- or nondegree-granting.

Institutions in any of these nine sectors can also be Title IV-participating or not. For an institution to participate in federal Title IV, Part C, financial aid programs, it must offer a program of study at least 300 clock hours in length; have accreditation recognized by the U.S. Department of Education; have been in business for at least 2 years; and have a Title IV participation agreement with the U.S. Department of Education.

- *Indicator 6* includes 2-year and 4-year degree-granting institutions in its analysis.
- *Indicators 18 and 19* include 2-year, 4-year, and less-than-2-year degree-granting institutions in their analyses.
- *Indicators 31, 32, and the special analysis* include 2-year and 4-year, public and private, degree-granting institutions in their analyses.
- *Indicators 37 and 38* include 4-year, public and private, degree-granting institutions in their analyses.

Note 9: Finance

USING THE CONSUMER PRICE INDEX (CPI) TO ADJUST FOR INFLATION

The Consumer Price Indexes (CPIs) represent changes in the prices of all goods and services purchased for consumption by households. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. Finance indicators in *The Condition of Education* use the “U.S. All Items CPI for All Urban Consumers, CPI-U.”

The CPI-U is the basis for both the calendar year CPI and the school year CPI. The calendar year CPI is the same as the annual CPI-U. The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12. The school year CPI is rounded to three decimal places. Data for the CPI-U are available on the Bureau of Labor Statistics web site (given below). Also, figures for both the calendar year CPI and the school year CPI can be obtained from the *Digest of Education Statistics 2002* (NCES 2003–060), an annual publication of NCES.

Although the CPI has many uses, its principal function in *The Condition of Education* is to convert monetary figures (salaries, expenditures, income, and so on) into inflation-free dollars to allow comparisons over time. For example, due to inflation, the buying power of a teacher’s salary in 1998 is not comparable to that of a teacher in 2002. In order to make such a comparison, the 1998 salary must be converted into 2002 constant dollars by multiplying the 1998 salary by a ratio of the 2002 CPI over the 1998 CPI. As a formula, this is expressed as

$$1998 \text{ salary} * \frac{(2002 \text{ CPI})}{(1998 \text{ CPI})} = 1998 \text{ salary in } 2002 \text{ constant dollars}$$

For more detailed information on how the CPI is calculated or the other types of CPI indexes, go to the Bureau of Labor Statistics web site (<http://www.bls.gov/cpi/>).

In *The Condition of Education 2004*, this description of the CPI applies to *indicators 14, 35, 37, 38* and the *special analysis*.

CLASSIFICATIONS OF EXPENDITURES FOR ELEMENTARY AND SECONDARY EDUCATION

Indicator 35 uses three categories of expenditure in its analysis: total public expenditures, current expenditures, and capital expenditures.

Total public expenditures for elementary and secondary education include all expenditures allocable to per student costs and include current expenditures for regular school programs, interest on school debt, and capital outlay. Expenditures on education by other agencies or equivalent institutions (e.g., the Department of Health and Human Services and the Department of Agriculture) are included. Total expenditures exclude expenditures for nonelementary and secondary programs including community services, adult education, and other.

Current expenditures, generally the largest component of total expenditures, are expenditures on goods and services consumed within the current year, which need to be made recurrently to sustain the production of educational services. Current expenditures for *indicator 35* include those incurred for elementary and secondary instructional as well as noninstructional programs. Expenditures for instructional programs include expenditures for instruction; support services (for pupils, instructional staff, general administration, school administration, operation and maintenance of plant); student transportation; and business/central/other support services. Current expenditures for

Note 9: Finance

Continued

noninstructional programs include food services, enterprise operations, and other expenditures.

Compared with total expenditures, current expenditures exclude expenditures for debt service, capital outlay, and reimbursement to other governments (including other governments/school systems). Also excluded are payments made on behalf of the school systems by other governments including employee retirement payments made by state governments to state retirement funds and to social security. Employer contributions made by those few school systems that have their own retirement system/funds are also excluded.

Capital expenditures are the second component of total expenditures. Capital expenditures include interest on school debt and capital outlays. Capital expenditures represent the value of educational capital acquired or created during the year in question—that is, the amount of capital formation regardless of whether the capital outlay was financed from current revenue or by borrowing. Capital expenditures include outlays on construction, land and existing structures, instructional equipment, and all other equipment.

Capital expenditures together with current expenditures equal total expenditures.

GEOGRAPHICAL COST OF EDUCATION INDEX

In *indicator 35*, the Geographical Cost of Education Index (GCEI) is used to adjust the estimates of expenditures per student for geographic differences in the price of hiring and retaining comparable personnel for delivering education. This price is primarily the salary of these personnel. However, the salaries paid are highly correlated with building, transportation, and other costs of producing education, so that the GCEI adjust for both salary and to some extent the price of other resources. School districts having teachers with similar degree attainment,

age, and years of teaching experience can result in very different levels of total expenditure per student depending upon differences in the salaries paid to personnel with these characteristics in different geographic areas. The adjustment of education expenditures by the GCEI provides a measure of the resource level devoted to education that is less sensitive to differences in the price of these inputs among geographic areas than is the level of expenditures alone. For further information on the GCEI, see <http://nces.ed.gov/edfin/prodsurv/data.asp>.

In *indicator 35*, expenditures per student are adjusted only for 1994–95 because 1993–94 is the most recent year for which School and Staffing Survey (SASS) data were used to create the GCEI. An example of the effects of cost adjustment on conclusions drawn from using expenditures compared to price-adjusted expenditures, or “resource levels,” is that inflation adjusted expenditures in 1994–95 were \$7,685 per student in large city school districts and \$7,074 in rural school districts. When also adjusted for differences in the price of education resources in large cities and rural areas using the GCEI, expenditures were \$7,156 per student in large city districts and \$7,674 in rural school districts.

CLASSIFICATIONS OF EXPENDITURES FOR INTERNATIONAL COMPARISONS

Indicator 36 presents international data on public and private expenditures on instructional and noninstructional educational institutions. Instructional educational institutions are educational institutions that directly provide instructional programs (i.e., teaching) to individuals in an organized group setting or through distance education. Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a “one-to-one” basis are not included. Noninstructional educational institutions are educational institutions that provide admin-

Note 9: Finance

Continued

istrative, advisory, or professional services to other educational institutions, although they do not enroll students themselves. Examples include national, state, and provincial bodies in the private sector; organizations that provide education-related services such as vocational and psychological counseling; and educational research.

Public expenditures refer to the spending of public authorities at all levels. *Total public expenditures* used for the calculation of data in *indicator 36* correspond to the nonrepayable current and capital expenditure of all levels of the government that are directly related to education. Expenditure that is not directly related to education (e.g., culture, sports, youth activities, and so on) is in principle not included. Expenditure on education by other ministries or equivalent institutions (e.g., Health and Agriculture) is included. Public subsidies for students' living expenses are excluded to ensure international comparability of the data.

Private expenditures refer to expenditures funded by private sources (i.e., households and other private entities). "Households" mean students and their families. "Other private entities" include private business firms and nonprofit organizations, including reli-

gious organizations, charitable organizations, and business and labor associations. Private expenditures comprise school fees; the cost of materials such as textbooks and teaching equipment; transportation costs (if organized by the school); the cost of meals (if provided by the school); boarding fees; and expenditures by employers on initial vocational training. Private educational institutions are considered to be service providers and do not include sources of private funding.

Current expenditures include final consumption expenditures (e.g., compensation of employees, consumption of intermediate goods and services, consumption of fixed capital, and military expenditure); property income paid; subsidies; and other current transfers paid.

Capital expenditures include spending to acquire and improve fixed capital assets, land, intangible assets, government stocks, and nonmilitary, nonfinancial assets and spending to finance net capital transfers.

Please note that for the purpose of international comparability, the definition of total public expenditures used in the analysis for *indicator 36* is slightly different from that used for *indicator 35*.

Note 10: Fields of Study for Postsecondary Degrees

In accord with the procedure used in the *Digest of Education Statistics*, analyses in *The Condition of Education* use the following 14 general categories for fields of study to provide consistent data for 1970–71 and 2001–02. Most of these general categories group several more narrowly defined fields of study. The lists below detail the specific fields of study, defined by the 1990 Classification of Instructional Program (CIP) codes, that comprise these 14 general categories. These general categories are referred to in *indicator 20*.

Agriculture and natural resources: agricultural business and production; agricultural sciences; and conservation and renewable natural resources.

Biological/life sciences: biology; biochemistry and biophysics; botany; cell and molecular biology; microbiology/bacteriology; zoology; and other biological sciences.

Business management and administrative services: business management/administrative services; marketing operations/marketing and distribution; and consumer and personal services.

Communications: communications, general; advertising; journalism; broadcast journalism; public relations and organizational communications; radio and television broadcasting; other communications; and communications technologies.

Computer and information sciences: computer and information sciences, general; computer programming; data processing technology/technician; information science and systems; computer systems analysis; and other computer and information sciences.

Education: education.

Engineering: engineering; engineering-related technologies; construction trades; and mechanics and repairers from 1969–70 through 2001–02.

English language and literature/letters: English language and literature, general; comparative literature; English composition; English creative writing; American literature; English literature; speech and rhetorical studies; English technical and business writing; and English language and literature/letters, other.

Health professions and related sciences: chiropractic; communication disorders sciences; community health liaison; dentistry; dental services; health services administration; health and medical assistants; health and medical diagnostic and treatment services; medical laboratory technologies; predentistry; premedicine; prepharmacy; preveterinary; medical basic sciences; mental health services; nursing; optometry; pharmacy; epidemiology; rehabilitation and therapeutic services; veterinary medicine; and other health professions.

Mathematics: mathematics and statistics.

Physical sciences: physical sciences, general; astronomy; astrophysics; atmospheric science and meteorology; chemistry; geology; miscellaneous physical sciences; physics; science technologies; and other physical sciences.

Psychology: psychology.

Social sciences and history: social sciences, general; anthropology; archeology; criminology; demography and population studies; economics; geography; history; international relations and affairs; political science and government; sociology; urban affairs/studies; and social sciences and history, other.

Visual and performing arts: visual and performing arts, general; crafts, folk art, and artisanry; dance; design and applied art; theatre arts and stagecraft; film/video and photographic arts; fine arts and art studies; music; and visual and performing arts, other.

Note 11: Expectations of Educational Attainment

Indicator 15 traces the expectations of 10th-graders in 1980, 1990, and 2002, comparing 2002 expectations as well as trends by socioeconomic status (SES) and other characteristics. The data sets analyzed in the indicator differed slightly in how they constructed variables for race/ethnicity, SES, and test scores; and in whether they imputed missing data. This supplemental note describes these differences to provide contextual information for the trend comparisons made in *indicator 15*. The data sets are the following:

- High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80);
- National Education Longitudinal Study of 1988 (NELS:88/90), “First Follow-up”; and
- Education Longitudinal Study of 2002, Base Year (ELS:2002).

Each of the three surveys elicited student responses to this question: “As things stand now, how far in school do you think you will get?” Although some response categories provided slightly different wording, the responses were collapsed into four broader categories with equivalent meaning: High school diploma or equivalent or less (no postsecondary experience); some college, including vocational/technical (including postsecondary credits but no credentials, certificates, and associate’s degrees—essentially, any postsecondary experience less than a bachelor’s degree); bachelor’s degree; and graduate or first-professional degree.

The HS&B-So:80 and the NELS:88/90 had five categories for race/ethnicity: Hispanic or Latino (of any race) and four categories among non-Hispanic respondents (American Indian/Alaska Native, Asian or Pacific Islander, Black or African American, and White). However, the ELS:2002 included a sixth category: “more

than one race, non-Hispanic.” Respondents in the two earlier surveys who would have identified themselves as multiracial presumably chose one of the available categories or did not respond to the question about their race. Therefore, comparing responses of any of the racial categories over time may be misleading because of this inconsistency. The effects of this change in definitions are unknown, but they are likely to be minor because only 4 percent of the weighted ELS:2002 sample was in the multiracial category.

Socioeconomic status. The SES variable was constructed similarly for each of the three data sets, but some differences exist. First, in NELS:88/90 and ELS:2002, five items were equally weighted to create the variable: father’s educational attainment, mother’s educational attainment, father’s occupation, mother’s occupation, and family income. However, the 1980 survey (HS&B-So:80) omitted mother’s occupation and used only the other four items to create the SES variable. Second, HS&B relied on student reports for the variables used to create the SES variable, while NELS and ELS used parent reports and substituted student reports when parents’ data were unavailable; ELS imputed data that were still missing. Finally, HS&B incorporated both family income and household belongings to estimate income, while NELS used data on family income, turning to household belongings only if income was not reported. For more information on minor differences among the SES-related variables used in the three data sets, see the ELS:2002 codebook, available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004405>

Composite test scores. In all three data sets, available test scores for each student were combined into an average composite score, and quartiles were identified from the distribution of weighted scores for the cohort. However, the tests given and the scoring methods differed

Note 11: Expectations of Educational Attainment

Continued

some across the three data sets. HS&B-So:80 averaged students' scores on three tests to make a composite test score variable: reading, vocabulary, and mathematics. NELS:88/90 collected students' test scores on standardized achievement tests in four subjects: reading, mathematics, science, and history/citizenship/geography. ELS:2002 collected 10th-grade students' scores on achievement tests in reading and mathematics only. The NELS tests differed from those in the other two data sets in another way as well: students took one of several versions (differing in difficulty) of the reading and mathematics tests; the student's score from 8th grade on that subject test, when available, determined which test form he or she got. Scores on those tests were then adjusted (using Item Response Theory methods) to estimate what the scores

would have been if all students had taken the same tests in those two subjects. Finally, ELS scores were norm-referenced (standardized to a national mean), in contrast to NELS scores, which were criterion-referenced.


Imputation. In addition to the differences in variables, the ELS:2002 data used for *indicator 15* include imputed responses, while the NELS:88/90 and HS&B-So:80 data do not. Imputations extrapolate logically from respondents' answers to other items, to the extent possible. When logical inference is not possible, imputations follow tested statistical methods. Therefore, imputation is unlikely to change estimates in a meaningful way. Therefore, trend analysis using data sets—some with imputation and some without—is believed to be valid.

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Appendix 3

Standard Error Tables





This appendix includes tables of standard errors for all figures in the special analysis and all figures or tables in the indicators in sections 1–6 that present data collected through sample surveys. There are no standard error tables for figures or tables that present data from universe surveys (such as all school districts), compilations of administrative records, or statistical projections.

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

Standard Errors

The Reader's Guide in the front of this volume explains the basic concept of standard errors and why they should be considered in comparing the difference between two estimates. This section includes tables of the standard errors for all figures in the special analysis and all figures or tables in the indicators in sections 1 through 6 that present data collected through sample surveys. Tables of standard errors for all of the supplemental tables in appendix 1 are located on the NCES web site (<http://nces.ed.gov>). The information below explains how standard errors can be used to make comparisons between sample estimates for readers who wish to make their own comparisons with the sample data provided in this volume.

Readers who wish to compare two sample estimates to see if there is an actual statistical difference between the two (or only an apparent difference due to sampling error) need to estimate the precision of the difference between the two sample estimates. This would be necessary to compare, for example, the mean proficiency scores between groups or years in the National Assessment of Educational Progress or the percentage of public high school students taught by teachers without certification or a major in the field they teach according to the Schools and Staffing Survey. To estimate the precision of the difference between two sample estimates, one must find the standard error of the difference between the two sample estimates (sample estimate A or E_A and sample estimate B or E_B). Expressed mathematically, the difference between the two estimates E_A and E_B is $E_A - E_B$.

The standard error of the difference (or se_{A-B}) can be calculated by taking the square root of the sum of the two standard errors associated with each of the two sample estimates (se_A and se_B) after each has been squared. This can be expressed as

$$se_{A-B} = \sqrt{se_A^2 + se_B^2}$$

After finding the standard error of the difference, one divides the difference between the two sample estimates by this standard error to determine the "t-value" or "t-statistic" of the difference between the two estimates. This t-statistic measures the precision of the difference between two independent sample estimates. The formula for calculating this ratio is expressed mathematically as

$$t = \frac{E_A - E_B}{se_{A-B}}$$

The next step is to compare this t -value to 1.96, which is a statistically determined criterion level for testing whether the observed difference is due to sampling error instead of a true population difference. If this ratio or t -statistic is greater than 1.96, it can be concluded that 95 times out of 100 the difference between the two sample estimates (E_A and E_B) is not due to sampling error alone. If the t -statistic is equal to or less than 1.96, then the difference may be due to sampling error. This level of certitude or significance is known as the ".05 level of (statistical) significance."

As an example of a comparison between two sample estimates to see if there is an actual statistical difference between the two, consider the data on the performance of male and female 4th-grade students in the mathematics assessment of the 2003 National Assessment of Educational Progress (see supplemental table 11-2). Males had an average scale score of 236; females had an average scale score of 233. Is the difference of 3 scale points between these two different samples statistically significant? The standard errors of these estimates are 0.26 and 0.23, respectively (see standard error table S11-2 on the NCES web site). Using the formula above, the standard error of the difference is 0.35. The ratio or t -statistic of the estimated difference of 3 scale points to the standard error of the difference (0.35) is 8.64. This value is greater than 1.96—the critical value of the t -distribution for a 5 percent level of significance

Standard Errors

Continued

with a large sample. Thus, there is less than a 5 percent chance that the difference between the estimates of average scores for males and females is due to sampling error. This means that one can reasonably conclude that there was a difference between the performance of male and female 12th-graders in mathematics in 2003 and that, because the estimated score for males is higher than the estimated score for females, males outperformed females.

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Paying for College

Table SA1. Standard errors for table 1: Percentage distribution of full-time, full-year dependent undergraduates by type of institution, by family income: 1989–90 and 1999–2000

Family income	Public 2-year	Public 4-year	Private not-for-profit 4-year	Private for-profit less-than-4-year
1989–90				
Total	1.09	2.05	1.57	0.33
Lowest quarter	1.63	2.31	1.80	0.77
Lower middle quarter	1.81	2.49	1.52	0.44
Upper middle quarter	1.58	2.36	1.73	0.39
Highest quarter	1.40	2.60	2.42	0.18
1999–2000				
Total	0.86	0.85	0.66	0.27
Lowest quarter	1.44	1.65	1.21	0.65
Lower middle quarter	1.50	1.42	1.00	0.38
Upper middle quarter	1.31	1.27	1.04	0.30
Highest quarter	1.01	1.17	1.08	0.17

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA2. Standard errors for figure 2: Average tuition and fees (in 1999 constant dollars) for full-time, full-year dependent undergraduates, by type of institution: 1989–90 and 1999–2000

Type of institution	1989–90	1999–2000
Public 2-year	\$60	\$60
Public 4-year	110	80
Private not-for-profit 4-year	380	250
Private for-profit less-than-4-year	260	360

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Paying for College

Continued

Table SA3. Standard errors for figure 3: Percentage distribution of full-time, full-year dependent undergraduates at 4-year institutions by tuition and fees, by sector: 1999–2000

Tuition and fees	All students	Public 4-year	Private not-for-profit 4-year
Less than \$2,000	0.7	1.0	0.1
\$2,000–3,999	1.0	1.3	1.1
\$4,000–5,999	0.8	1.2	0.6
\$6,000–7,999	0.5	0.5	1.0
\$8,000–9,999	0.5	0.5	1.1
\$10,000–11,999	0.5	0.4	1.1
\$12,000–13,999	0.5	0.2	1.5
\$14,000–15,999	0.7	0.2	1.9
\$16,000–17,999	0.5	0.1	1.5
\$18,000–19,999	0.4	0.1	1.2
\$20,000–21,999	0.3	#	0.9
\$22,000–23,999	0.5	#	1.5
\$24,000 or more	0.5	#	1.6

#Rounds to zero.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table SA4. Standard errors for table 2: Average price of attendance (in 1999 constant dollars) for full-time, full-year dependent undergraduates, by type of institution: 1989–90 and 1999–2000

Type of institution	1989–90	1999–2000
Public 2-year	\$150	\$110
Public 4-year	110	100
Private not-for-profit 4-year	480	280
Private for-profit less-than-4-year	330	560

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA5. Standard errors for figure 4: Average expected family contribution (EFC) (in constant 1999 dollars) for full-time, full-year dependent undergraduates, by family income: 1989–90 and 1999–2000

Family income	1989–90	1999–2000
Lowest quarter	\$80	\$60
Lower middle quarter	170	80
Upper middle quarter	240	120
Highest quarter	510	250

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Paying for College

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Table SA6. Standard errors for figure 5: Average expected family contribution (EFC) for full-time, full-year dependent undergraduates by family income and average price of attending, by type of institution, and percentage distribution of these students by family income: 1999–2000

Family income	Average EFC	Percentage of full-time, full-year dependent undergraduates in income category
Less than \$15,000	\$80	0.38
\$15,000–19,999	80	0.23
\$20,000–24,999	160	0.24
\$25,000–29,999	120	0.27
\$30,000–34,999	150	0.26
\$35,000–39,999	110	0.23
\$40,000–44,999	130	0.23
\$45,000–49,999	150	0.25
\$50,000–54,999	180	0.28
\$55,000–59,999	270	0.24
\$60,000–64,999	210	0.24
\$65,000–69,999	230	0.23
\$70,000–74,999	250	0.19
\$75,000–79,999	290	0.20
\$80,000–84,999	290	0.19
\$85,000–89,999	470	0.19
\$90,000–94,999	360	0.17
\$95,000–99,999	490	0.15

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Table SA7. Standard errors for figure 6: Average amount of financial need (in constant 1999 dollars) for full-time, full-year dependent undergraduates, by type of institution: 1989–90 and 1999–2000

Type of institution	1989–90	1999–2000
Public 2-year	\$160	\$130
Public 4-year	110	70
Private not-for-profit 4-year	270	240
Private for-profit less-than-4-year	370	350

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Paying for College

Continued

Table SA8. Standard errors for table 3: Percentage of full-time, full-year dependent undergraduates who received financial aid, and among aided students, average amount received (in 1999 constant dollars) and average percentage of price of attendance covered by financial aid, by family income and type of institution: 1989–90 and 1999–2000

Family income and type of institution	Percentage with aid		Average amount		Percentage of price of attendance covered by aid	
	1989–90	1999–2000	1989–90	1999–2000	1989–90	1999–2000
Total	0.96	0.61	\$130	\$130	0.46	0.45
Family income						
Lowest quarter	1.15	0.94	160	210	0.69	0.81
Lower middle quarter	1.36	1.13	170	220	0.77	0.84
Upper middle quarter	1.37	1.18	190	220	0.73	0.76
Highest quarter	1.13	1.03	170	190	0.77	0.68
Type of institution						
Public 2-year	2.57	1.95	120	120	1.58	1.28
Public 4-year	1.38	0.66	90	90	0.71	0.52
Private not-for-profit 4-year	1.43	0.88	250	280	0.65	0.82
Private for-profit less-than-4-year	2.03	1.40	180	500	1.00	2.11

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA9. Standard errors for table 4: Percentage of full-time, full-year dependent undergraduates who received grants, and among those with grants, average amount received (in 1999 constant dollars), by family income and type of institution: 1989–90 and 1999–2000

Family income and type of institution	Percentage with grants		Average amount	
	1989–90	1999–2000	1989–90	1999–2000
Total	0.93	0.73	\$100	\$110
Family income				
Lowest quarter	1.21	1.01	110	140
Lower middle quarter	1.31	1.20	140	180
Upper middle quarter	1.41	1.27	150	210
Highest quarter	0.94	1.04	170	160
Type of institution				
Public 2-year	2.47	2.14	90	90
Public 4-year	1.16	0.86	70	70
Private not-for-profit 4-year	1.51	1.29	190	220
Private for-profit less-than-4-year	2.37	2.67	140	180

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Paying for College

Continued

Table SA10. Standard errors for figure 7: Percentage of full-time, full-year dependent undergraduates who received grants, by family income: 1989–90 and 1999–2000

Family income	1989–90	1999–2000
Lowest quarter	1.2	1.0
Lower middle quarter	1.3	1.2
Upper middle quarter	1.4	1.3
Highest quarter	0.9	1.0

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA11. Standard errors for figure 8: Percentage of full-time, full-year dependent undergraduates who received grants, and for those with grants, average amount received (in 1999 constant dollars), by source of grant and type of institution: 1989–90 and 1999–2000

Source of grant	Percentage		Average amount received	
	1989–90	1999–2000	1989–90	1999–2000
Pell grant				
Public 2-year	1.9	1.6	\$60	\$50
Public 4-year	1.0	0.9	40	30
Private not-for-profit 4-year	1.5	1.2	50	50
Private for-profit less-than-4-year	2.5	4.2	60	90
State grant				
Public 2-year	2.1	1.7	80	70
Public 4-year	0.9	0.7	60	40
Private not-for-profit 4-year	1.5	1.3	90	130
Private for-profit less-than-4-year	1.6	3.5	190	410
Institutional grant				
Public 2-year	1.6	1.6	80	70
Public 4-year	0.8	0.7	140	90
Private not-for-profit 4-year	1.6	1.8	210	200
Private for-profit less-than-4-year	1.6	2.7	260	280

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Paying for College

Continued

Table SA12. Standard errors for table 5: Average net price and average net tuition and fees (in 1999 constant dollars) after grants (if any), by type of institution and family income: 1989–90 and 1999–2000

Family income	Average net price		Average net tuition	
	1989–90	1999–2000	1989–90	1999–2000
	Public 2-year			
Total	\$160	\$130	\$50	\$60
Lowest quarter	270	220	50	80
Lower middle quarter	210	170	70	80
Upper middle quarter	200	170	70	80
Highest quarter	230	180	130	100
	Public 4-year			
Total	\$90	\$110	\$90	\$70
Lowest quarter	90	160	70	90
Lower middle quarter	90	120	100	90
Upper middle quarter	100	120	100	100
Highest quarter	110	130	130	110
	Private not-for-profit 4-year			
Total	\$350	\$270	\$330	\$250
Lowest quarter	280	420	280	330
Lower middle quarter	250	380	220	350
Upper middle quarter	250	340	240	300
Highest quarter	560	310	480	300
	Private for-profit less-than-4-year			
Total	\$280	\$680	\$250	\$420
Lowest quarter	310	830	290	460
Lower middle quarter	410	980	370	520
Upper middle quarter	480	670	360	290
Highest quarter	910	590	650	470

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

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Continued

Table SA13. Standard errors for table 6: Percentage of full-time, full-year dependent undergraduates who took out loans, and among those who borrowed, average amount, by family income and type of institution: 1989–90 and 1999–2000

Family income and type of institution	Percentage with loans		Average amount	
	1989–90	1999–2000	1989–90	1999–2000
Total	0.78	0.69	\$50	\$80
Family income				
Lowest quarter	1.33	1.62	60	130
Lower middle quarter	1.27	1.28	70	110
Upper middle quarter	1.12	1.11	90	130
Highest quarter	0.71	0.92	130	170
Type of institution				
Public 2-year	1.47	1.52	210	270
Public 4-year	1.19	0.85	60	90
Private not-for-profit 4-year	1.25	1.20	70	120
Private for-profit less-than-4-year	2.48	4.53	140	390

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA14. Standard errors for figure 9: Percentage of full-time, full-year dependent undergraduates who received loans, by family income: 1989–90 and 1999–2000

Family income	1989–90	1999–2000
Lowest quarter	1.3	1.6
Lower middle quarter	1.3	1.3
Upper middle quarter	1.1	1.1
Highest quarter	0.7	0.9

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Paying for College

Continued

Table SA15. Standard errors for table 7: Average net price (in 1999 constant dollars) after grants and loans, by type of institution and family income: 1989–90 and 1999–2000

Family income	1989–90	1999–2000
	Public 2-year	
Total	\$160	\$140
Lowest quarter	250	230
Lower middle quarter	260	180
Upper middle quarter	210	200
Highest quarter	230	200
	Public 4-year	
Total	\$110	\$100
Lowest quarter	130	150
Lower middle quarter	130	140
Upper middle quarter	100	130
Highest quarter	120	130
	Private not-for-profit 4-year	
Total	\$440	\$300
Lowest quarter	320	330
Lower middle quarter	290	460
Upper middle quarter	270	380
Highest quarter	660	380
	Private for-profit less-than-4-year	
Total	\$280	\$430
Lowest quarter	360	320
Lower middle quarter	440	730
Upper middle quarter	510	880
Highest quarter	710	1,130

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Table SA16. Standard errors for figure 10: Average net price, grants, loans, and total price (in 1999 constant dollars) for full-time, full-year dependent undergraduates, by type of institution: 1989–90 and 1999–2000

	Public 2-year		Public 4-year		Private not-for-profit 4-year		Private for-profit less-than-4-year	
	1989–90	1999–2000	1989–90	1999–2000	1989–90	1999–2000	1989–90	1999–2000
Total price	\$150	\$110	\$110	\$100	\$480	\$280	\$330	\$560
Loans	30	70	50	60	70	120	150	480
Grants	60	70	50	40	120	220	120	140
Net price	160	140	110	100	440	300	280	430

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Paying for College

Continued

Table SA17. Standard errors for figure 11: Average expected family contribution (EFC) and net price (both in 1999 constant dollars) after grants and loans, by type of institution and family income: 1989–90 and 1999–2000

Family income	1989–90		1999–2000	
	Average expected family contribution	Average net price	Average expected family contribution	Average net price
Public 2-year				
Total	\$560	\$160	\$330	\$140
Lowest quarter	270	250	80	230
Lower middle quarter	480	260	190	180
Upper middle quarter	950	210	300	200
Highest quarter	1,620	230	840	200
Public 4-year				
Total	\$380	\$110	\$170	\$100
Lowest quarter	100	130	100	150
Lower middle quarter	230	130	100	140
Upper middle quarter	320	100	140	130
Highest quarter	770	120	320	130
Private not-for-profit 4-year				
Total	\$490	\$440	\$290	\$300
Lowest quarter	140	320	130	330
Lower middle quarter	260	290	170	460
Upper middle quarter	270	270	250	380
Highest quarter	660	660	450	380
Private for-profit less-than-4-year				
Total	\$340	\$280	\$660	\$430
Lowest quarter	120	360	130	320
Lower middle quarter	440	440	610	730
Upper middle quarter	670	510	780	880
Highest quarter	1,540	710	2,350	1,130

SOURCE: U.S. Department of Education, NCES, 1989–90 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:90 and NPSAS:2000).

Enrollment Trends, by Age

Table S1. Standard errors for the percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2002

October	Ages 3–4	Ages 5–6	Ages 7–13	Ages 14–17	Ages 18–19	Ages 20–24	Ages 25–29	Ages 30–34
1970	0.73	0.53	0.08	0.27	0.85	0.47	0.33	0.27
1971	0.75	0.49	0.08	0.26	0.84	0.46	0.33	0.29
1972	0.80	0.50	0.08	0.28	0.82	0.45	0.33	0.27
1973	0.78	0.49	0.08	0.28	0.81	0.44	0.32	0.26
1974	0.83	0.43	0.08	0.28	0.80	0.44	0.33	0.29
1975	0.87	0.41	0.08	0.27	0.80	0.44	0.33	0.30
1976	0.90	0.38	0.09	0.27	0.79	0.44	0.33	0.28
1977	0.93	0.38	0.07	0.27	0.80	0.44	0.34	0.30
1978	0.94	0.41	0.09	0.27	0.80	0.43	0.31	0.28
1979	0.95	0.40	0.09	0.28	0.79	0.42	0.31	0.28
1980	0.95	0.40	0.09	0.29	0.80	0.43	0.30	0.27
1981	0.92	0.46	0.09	0.27	0.80	0.42	0.29	0.27
1982	0.96	0.44	0.10	0.29	0.85	0.45	0.31	0.27
1983	0.94	0.42	0.09	0.27	0.86	0.44	0.31	0.27
1984	0.92	0.45	0.09	0.28	0.88	0.45	0.30	0.27
1985	0.94	0.38	0.09	0.27	0.89	0.46	0.30	0.26
1986	0.93	0.40	0.10	0.28	0.90	0.46	0.29	0.25
1987	0.93	0.41	0.07	0.28	0.89	0.48	0.30	0.25
1988	1.01	0.41	0.07	0.30	0.96	0.53	0.31	0.27
1989	1.00	0.44	0.09	0.29	0.95	0.55	0.33	0.26
1990	0.99	0.37	0.06	0.28	0.94	0.54	0.33	0.25
1991	0.96	0.41	0.06	0.27	0.96	0.55	0.34	0.26
1992	0.95	0.41	0.08	0.25	0.96	0.56	0.34	0.26
1993	0.93	0.41	0.07	0.25	0.95	0.56	0.35	0.25
1994	0.87	0.32	0.08	0.22	0.87	0.51	0.33	0.25
1995	0.87	0.34	0.10	0.23	0.85	0.52	0.34	0.24
1996	0.91	0.43	0.15	0.26	0.87	0.55	0.36	0.25
1997	0.92	0.33	0.09	0.22	0.86	0.55	0.36	0.25
1998	0.92	0.37	0.10	0.24	0.84	0.55	0.37	0.27
1999	0.93	0.36	0.11	0.24	0.84	0.54	0.36	0.27
2000	0.93	0.38	0.13	0.25	0.84	0.53	0.37	0.28
2001	0.93	0.39	0.12	0.24	0.83	0.53	0.38	0.28
2002	0.94	0.40	0.13	0.23	0.83	0.52	0.37	0.27

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1970–2002.

Prekindergarten in U.S. Public Schools

Table S2. Standard errors for the percentage of public elementary schools with prekindergarten classes, by type of program and region: 2000–01

Type of prekindergarten class	Total	Region			
		Northeast	Southeast	Central	West
Total	1.0	2.6	2.3	2.0	2.0
Full-day only	0.5	1.3	2.1	0.9	0.8
Half-day only	0.7	2.3	1.2	1.8	1.7
Both	0.4	0.9	0.8	0.7	0.6

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

Trends in Full- and Half-Day Kindergarten

Table S3. Standard errors for the percentage distribution of children ages 4–6 enrolled in kindergarten, by type of program: October selected years 1977–2001

Kindergarten type	1977	1980	1983	1986	1989	1992	1995	1998	2001
Full-day	0.12	0.11	0.11	0.06	0.07	0.04	0.01	0.10	0.12
Half-day	0.40	0.32	0.26	0.11	0.11	0.06	0.01	0.07	0.07

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

Concentration of Enrollment by Race/Ethnicity and Poverty

Table S5. Standard errors for the percentage distribution of 4th-graders by the percentage of students in the school eligible for free or reduced-price lunch, by race/ethnicity: 2003

Race/ethnicity	School concentration of students eligible for a free or reduced-price lunch				
	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	0.7	0.7	0.7	0.7	0.6
Black	0.6	0.5	0.9	1.2	1.4
White	0.8	0.9	0.8	0.6	0.3
Hispanic	0.6	1.0	1.1	1.7	1.7

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

Adult Participation in Work-Related Learning

Table S7. Standard errors for the percentage of persons ages 16 and above participating in work-related adult education in the past 12 months, by type of activity and educational attainment: 2002–03

Educational attainment	Total	College or university degree/certificate program	Vocational or technical diploma program	Apprenticeship program	Work-related courses
Less than high school	1.1	#	#	0.4	1.1
High school diploma or equivalent	0.9	0.4	0.3	0.2	0.9
Some college, including vocational/technical	1.1	0.8	0.3	0.2	1.1
Bachelor's degree	1.2	0.6	0.4	#	1.3
Graduate or professional degree	1.6	1.0	0.3	#	1.6

Rounds to zero.

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

Students' Reading and Mathematics Achievement Through 3rd Grade

Table S8. Standard errors for children's reading and mathematics scale scores for fall 1998 first-time kindergartners from kindergarten through 3rd grade, by family risk factors: Fall 1998, spring 1999, spring 2000, and spring 2002

Number of family risk factors	Fall kindergarten	Spring kindergarten	Spring 1st grade	Spring 3rd grade
Reading				
0 factors	0.4	0.5	0.8	0.7
1 factor	0.3	0.5	1.0	0.9
2 or more factors	0.3	0.7	0.9	1.2
Mathematics				
0 factors	0.3	0.4	0.5	0.7
1 factor	0.3	0.5	0.7	0.9
2 or more factors	0.2	0.6	0.6	0.9

SOURCE: Rathbun, A., and West, J. (forthcoming). *From Kindergarten, Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), tables A–4a and A–5a. Data from U.S. Department of Education, NCES, Early Child Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten-First Grade Public-Use data file and Third Grade Restricted-Use data file, Fall 1998, Spring 1999, Spring 2000, and Spring 2002.

Reading Performance of Students in Grades 4 and 8

Table S9. Standard errors for the average reading scale scores for 4th- and 8th-graders: Selected years 1992–2003

Average scale score	1992 ¹	1994 ¹	1998 ¹	1998	2000 ¹	2000	2002	2003
Grade 4	0.94	1.02	0.78	1.14	0.81	1.27	0.42	0.27
Grade 8	0.92	0.83	0.77	0.76	—	—	0.42	0.26

—Not available.

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

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

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

Table S10. Standard errors for the percentage distribution of students performing at each writing achievement level, by grade: 1998 and 2002

Achievement level	Grade 4		Grade 8		Grade 12	
	1998	2002	1998	2002	1998	2002
Below Basic	0.44	0.38	0.50	0.40	0.65	0.68
Basic	0.56	0.44	0.51	0.47	0.70	0.73
Proficient	0.73	0.39	0.68	0.54	0.68	0.74
Advanced	0.15	0.11	0.10	0.14	0.14	0.22

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Writing 2002* (NCES 2003–529) and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

Mathematics Performance of Students in Grades 4 and 8

Table S11. Standard errors for the average mathematics scale scores for 4th- and 8th-graders: Selected years 1990–2003

Average scale score	1990 ¹	1992 ¹	1996 ¹	1996	2000 ¹	2000	2003
Grade 4	0.93	0.72	0.90	1.01	0.86	0.88	0.22
Grade 8	1.28	0.89	1.06	0.94	0.78	0.83	0.26

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

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

Education and Health

Table S12. Standard errors for the percentage of the population age 25 and above who reported being in excellent or very good health, by educational attainment and family income: 2001

Family income	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher
Less than \$20,000	0.87	1.01	1.34	1.98
\$20,000–34,999	1.38	1.11	1.24	1.53
\$35,000–54,999	1.76	1.07	1.10	1.23
\$55,000–74,999	2.69	1.30	1.06	1.08
\$75,000 or more	2.67	1.33	0.90	0.63

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

Youth Neither Enrolled nor Working

Table S13. Standard errors for the percentage of persons ages 16–24 who were neither enrolled in school nor working, by race/ethnicity: Selected years 1986–2003

Race/ethnicity	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003
Total	0.29	0.29	0.29	0.31	0.33	0.33	0.32	0.30	0.28	0.27
American Indian	†	4.38	4.31	3.96	3.89	3.71	3.90	3.37	2.91	3.75
Asian/Pacific Islander	†	1.26	1.13	1.38	1.35	1.17	1.18	1.18	1.01	1.17
Black	0.99	1.00	1.00	1.05	1.07	1.06	1.03	1.05	0.91	0.88
White	0.30	0.30	0.31	0.33	0.34	0.35	0.33	0.32	0.30	0.29
Hispanic	1.16	1.16	1.06	1.08	1.14	1.10	1.04	0.93	0.84	0.76

†Not applicable.
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, selected years 1986–2003, previously unpublished tabulation (December 2003).

Annual Earnings of Young Adults

Table S14. Standard errors for the ratio of median annual earnings of all full-time, full-year wage and salary workers ages 25–34 whose highest educational level was grades 9–11, some college, or a bachelor's degree or higher, compared with those with a high school diploma or GED, by sex: 1971–2002

Year	Grades 9–11		Some college		Bachelor's degree or higher	
	Male	Female	Male	Female	Male	Female
1971	0.018	0.033	0.023	0.040	0.023	0.036
1972	0.023	0.040	0.020	0.037	0.020	0.037
1973	0.026	0.039	0.018	0.031	0.026	0.036
1974	0.022	0.035	0.017	0.035	0.023	0.032
1975	0.025	0.044	0.022	0.027	0.024	0.031
1976	0.025	0.045	0.021	0.027	0.021	0.029
1977	0.025	0.032	0.023	0.027	0.021	0.028
1978	0.022	0.037	0.019	0.028	0.020	0.027
1979	0.033	0.036	0.018	0.024	0.020	0.032
1980	0.032	0.038	0.020	0.019	0.020	0.027
1981	0.033	0.038	0.025	0.025	0.024	0.025
1982	0.041	0.037	0.023	0.027	0.030	0.025
1983	0.032	0.046	0.022	0.030	0.028	0.033
1984	0.031	0.046	0.018	0.026	0.020	0.035
1985	0.025	0.036	0.025	0.026	0.027	0.030
1986	0.022	0.028	0.027	0.025	0.031	0.031
1987	0.023	0.028	0.025	0.025	0.021	0.024
1988	0.023	0.031	0.024	0.032	0.022	0.035
1989	0.024	0.030	0.019	0.027	0.023	0.028
1990	0.024	0.038	0.019	0.024	0.021	0.028
1991	0.028	0.025	0.022	0.023	0.035	0.030
1992	0.032	0.046	0.023	0.028	0.030	0.041
1993	0.033	0.046	0.021	0.027	0.029	0.042
1994	0.033	0.039	0.020	0.031	0.027	0.047
1995	0.033	0.039	0.024	0.026	0.037	0.039
1996	0.030	0.043	0.026	0.029	0.048	0.039
1997	0.019	0.037	0.018	0.026	0.028	0.028
1998	0.021	0.027	0.016	0.026	0.021	0.036
1999	0.024	0.032	0.030	0.030	0.061	0.036
2000	0.021	0.041	0.035	0.025	0.039	0.034
2001	0.026	0.034	0.035	0.027	0.051	0.042
2002	0.033	0.040	0.027	0.031	0.054	0.046

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

Postsecondary Expectations of 10th-Graders

Table S15. Standard errors for the percentage of 10th-graders who expected to attain bachelor's or higher degrees, by socioeconomic status (SES): 1980, 1990, and 2002

Socioeconomic status	Bachelor's degree			Graduate/professional degree		
	1980	1990	2002	1980	1990	2002
Total	0.4	0.6	0.5	0.4	0.6	0.6
Low SES	0.5	1.0	1.0	0.4	1.0	0.9
Middle SES	0.5	0.8	0.8	0.4	0.8	0.8
High SES	0.7	1.2	0.9	0.8	1.3	1.0

SOURCE: Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J.M., and Wu, S.-C. (1993). *America's High School Sophomores: A Ten Year Comparison* (NCES 93-087), table 6.1 (1980 and 1990 data) and previously unpublished tabulation (2002 data). Data from U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990"; and Education Longitudinal Study of 2002, Base Year (ELS:2002).

Event Dropout Rates by Family Income, 1972–2001

Table S16. Standard errors for the event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972–2001

Year	Event dropout rate (percent)	Family income		
		Low income	Middle income	High income
1972	0.33	1.55	0.45	0.39
1973	0.33	1.65	0.46	0.32
1974	0.34	—	—	—
1975	0.32	1.57	0.43	0.38
1976	0.32	1.61	0.46	0.34
1977	0.34	1.57	0.48	0.35
1978	0.34	1.69	0.48	0.40
1979	0.34	1.62	0.47	0.44
1980	0.33	1.51	0.46	0.38
1981	0.33	1.50	0.45	0.41
1982	0.34	1.52	0.46	0.36
1983	0.33	1.35	0.48	0.39
1984	0.33	1.49	0.45	0.37
1985	0.34	1.53	0.47	0.39
1986	0.32	1.33	0.45	0.34
1987	0.30	1.29	0.45	0.27
1988	0.36	1.59	0.48	0.35
1989	0.36	1.43	0.50	0.33
1990	0.34	1.39	0.45	0.33
1991	0.34	1.43	0.44	0.31
1992	0.35	1.42	0.46	0.36
1993	0.36	1.57	0.46	0.35
1994	0.34	1.44	0.44	0.41
1995	0.35	1.36	0.47	0.39
1996	0.34	1.34	0.46	0.41
1997	0.32	1.36	0.41	0.37
1998	0.33	1.34	0.39	0.46
1999	0.33	1.26	0.44	0.40
2000	0.33	1.23	0.45	0.35
2001	0.33	1.36	0.45	0.37

—Not available.

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

Remediation and Degree Completion

Table S18. Standard errors for the percentage who earned a specific degree or certificate among 1992 12th-graders who enrolled in postsecondary education, by type and intensity of postsecondary remedial coursework: 2000

Type of remedial coursework	Highest degree earned				Percentage of students in remediation category
	Any	Certificate	Associate's degree	Bachelor's degree or higher	
Any remedial reading	2.61	1.34	0.99	2.01	0.68
Two or fewer courses of remedial mathematics only	2.91	1.19	1.43	2.81	0.60
Two or more other remedial courses, but no remedial reading	2.67	1.52	1.91	1.98	0.69
One remedial course, not mathematics or reading	2.85	1.61	1.29	2.75	0.36
No remedial courses	1.22	0.48	0.61	1.31	1.04

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, table 7.3. Available at: <http://preview.ed.gov/rschstat/research/pubs/prinindicat/index.html>. Data from U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Trends in Undergraduate Persistence and Completion

Table S19. Standard errors for the percentage of 1989–90 and 1995–96 beginning postsecondary students who had completed a bachelor's degree or were still enrolled in a 4-year institution at the end of 5 years, by type of first institution and year first enrolled

Year first enrolled and type of first institution	Still enrolled at 4-year institution	Completed bachelor's degree
Total		
1989–90	0.54	1.04
1995–96	0.56	0.86
All 4-year		
1989–90	0.77	1.35
1995–96	0.69	1.25
Public 4-year		
1989–90	1.03	1.64
1995–96	0.95	1.40
Private not-for-profit 4-year		
1989–90	0.70	1.91
1995–96	0.87	2.09
Public 2-year		
1989–90	0.87	1.01
1995–96	1.06	0.90

SOURCE: U.S. Department of Education, NCES, 1989/90 and 1995/96 Beginning Postsecondary Students Longitudinal Studies (BPS:90/94 and BPS:96/01).

Trends in Science and Mathematics Coursetaking

Table S21. Standard errors for the percentage of high school graduates who completed regular and advanced levels of science and middle and advanced levels of mathematics, by highest level of coursetaking completed: Selected years 1982–2000

Level of course	1982	1987	1990	1992	1994	1998	2000
Science							
Regular							
General biology	1.03	1.38	1.39	1.02	1.13	1.12	1.46
Advanced							
Chemistry I or physics I	0.55	1.01	0.87	0.97	0.95	1.26	1.05
Chemistry I and physics I	0.42	0.80	0.63	0.59	0.67	1.08	1.11
Chemistry II or physics II or advanced biology	0.74	0.88	0.95	0.80	0.80	1.25	1.43
Mathematics							
Middle academic							
Level I	0.78	0.88	0.71	0.78	0.79	1.00	0.83
Level II	0.65	0.94	0.82	0.95	0.84	1.12	1.01
Advanced academic							
Level I	0.65	1.16	0.90	0.77	1.02	1.16	0.96
Level II	0.38	0.52	0.71	0.59	0.69	1.09	0.99
Level III	0.47	0.63	0.54	0.76	0.61	0.89	0.74

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and National Assessment of Educational Progress (NAEP), selected years 1987–2000 High School Transcript Studies (HSTS).

Student Characteristics in Science and Mathematics Coursetaking

Table S22. Standard errors for the percentage of spring 2000 high school graduates who had completed advanced academic courses in science and mathematics, by selected student and school characteristics

Student or school characteristic	Advanced academic science	Advanced academic mathematics
Sex		
Male	1.53	1.45
Female	1.77	1.55
Control of school		
Public	1.53	1.31
Private	8.41	7.80
Race/ethnicity		
American Indian	3.34	4.01
Asian/Pacific Islander	2.00	2.76
Black	2.88	2.16
White	1.69	1.47
Hispanic	4.81	2.50

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

Instructional Approaches to 8th-Grade Science

Table S23. Standard errors for the percentage of 8th-grade science lessons with student-conducted experiments or other practical activities, by the percentage of lessons in which students collected and recorded data as part of those activities, by country: 1999

Country	Lessons with student-conducted experiments or other practical activities in which	
	Students collected and recorded data	Students did not collect and record data
Australia	5.5	4.4
Czech Republic	3.2	3.7
Japan	5.7	3.1
Netherlands	5.6	‡
United States	5.1	4.3

‡Reporting standards not met (too few cases).

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

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

Table S24. Standard errors for the percentage of public high school students taught selected subjects by teachers without certification or a major in the field they teach, by minority concentration and school poverty: 1999–2000

Minority or poverty characteristic	Mathematics	English	Science	Social studies
Low-minority	0.8	0.5	0.6	0.8
High-minority	1.9	1.6	1.9	1.3
Low-poverty	0.9	0.6	1.1	0.7
High-poverty	2.7	2.0	3.1	1.9

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

Parental Choice of Schools

Table S25. Standard errors for the percentage distribution of students in grades 1–12, by type of school: 1993 and 2003

Type of school	1993	2003	Percentage point difference	Percent change
Public, assigned	0.40	0.55	0.68	0.01
Public, chosen	0.35	0.43	0.56	0.03
Private, church-related	0.30	0.34	0.45	0.05
Private, not church-related	0.11	0.16	0.20	0.07

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

Characteristics of School Principals

Table S26. Standard errors for the percentage of principals who reported that they have a high degree of influence over specific school governance functions: 1999–2000

School governance function	Setting performance standards for students	Establishing curriculum	Setting disciplinary policy	Deciding how to spend school budget
Elementary				
Public	0.94	0.83	0.89	0.89
Private	1.33	1.27	1.02	1.64
Secondary				
Public	0.97	0.88	0.79	0.88
Private	2.79	2.97	1.77	2.96

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

High School Guidance Counseling

Table S27. Standard errors for the percentage of public high schools reporting that their guidance programs emphasized helping students with postsecondary schooling plans and with academic achievement in high school, by school size: 2002

Enrollment	Help students plan and prepare for postsecondary schooling	Help students with their academic achievement in high school
Less than 400	3.5	3.3
400–799	3.7	3.6
800–1,199	4.1	4.3
1,200–1,999	2.9	2.9
2,000 or more	3.1	4.1

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System (FRSS), “Survey on High School Guidance Counseling,” FRSS 80, 2002 and previously unpublished tabulation (October 2003).

Student Support Staff in Public Schools

Table S28. Standard errors for the percentage of regular public schools with various student support staff, by school level: 1999–2000

School level	School counselors	Nurses	Social workers	Psycho- logists	Speech therapists	Special education aides	Regular Title I aides	Bilingual aides	Other teacher aides
Elementary	0.9	0.8	1.0	0.9	0.4	0.8	1.0	1.0	1.0
Secondary	0.4	0.9	1.0	1.0	0.8	0.8	0.8	0.9	0.8

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

Employees Who Study

Table S29. Standard errors for the percentage of undergraduates age 24 and above with various characteristics, by student/employee role: 1999–2000

Student/employee role	Married	One or more dependents	Parents’ education: high school or less	Enrolled in bachelor’s degree program	Work full time and enrolled part time
Students who work	1.08	1.06	1.06	1.23	1.00
Employees who study	0.99	0.90	0.98	0.84	0.89

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Remedial Coursetaking

Table S31. Standard errors for the percentage of entering freshmen at degree-granting institutions who enrolled in remedial courses, by type of institution and subject area: Fall 2000

Type of institution	Any	Reading	Writing	Mathematics
All institutions	0.4	0.3	0.3	0.4
Public 2-year	0.9	0.7	0.6	0.8
Private 2-year	5.4	2.2	4.0	3.5
Public 4-year	0.5	0.3	0.3	0.5
Private 4-year	0.9	0.5	0.7	0.7

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

Distance Education at Postsecondary Institutions

Table S32. Standard errors for the percentage of 2-year and 4-year postsecondary institutions offering distance education courses or planning to offer them within the next 3 years of the survey and total course enrollments, by type of institution: 1997-98 and 2000-01

Type of institution	Offered distance education	Planned to offer distance education within the next 3 years of the survey	Total course enrollments in distance education
1997-98			
All institutions	1.0	1.5	92,400
Public 2-year	2.5	1.7	33,700
Public 4-year	1.8	1.5	71,500
Private 4-year	1.5	2.7	33,500
2000-01			
All institutions	1.2	0.7	60,200
Public 2-year	2.0	1.2	32,600
Public 4-year	1.9	0.9	25,000
Private 4-year	2.2	1.7	46,400

SOURCE: Lewis, L., Snow, K., Farris, E., and Levin, D. (1999). *Distance Education at Postsecondary Education Institutions: 1997-98* (NCES 2000-013), tables 2a and 5a; and Waits, T., and Lewis, L. (2003). *Distance Education at Degree-Granting Postsecondary Institutions: 2000-2001* (NCES 2003-017), tables 1a and 4a. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Distance Education at Postsecondary Education Institutions," 1998-99 and "Survey on Distance Education at Higher Education Institutions," 2000-01.

Care Arrangements for Children After School

Table S33. Standard errors for the percentage distribution of children in kindergarten through 8th grade who participated in parental and nonparental care arrangements after school, by grade level and race/ethnicity: 2001

Child characteristic	Parental care only	Any nonparental care
Total	0.6	0.6
Grade		
K–2	1.3	1.3
3–5	1.0	1.0
6–8	0.8	0.8
Race/ethnicity		
Black	1.6	1.6
White	0.8	0.8
Hispanic	1.5	1.5

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

Children's Activities After School

Table S34. Standard errors for the percentage of children enrolled in kindergarten through 8th grade who participated in after-school activities on a weekly basis, by type of activity: 2001

Type of activity	Total
Total	0.64
Arts	0.44
Sports	0.65
Clubs	0.24
Academic activities	0.26
Community services	0.27
Religious activities	0.50
Scouts	0.39
Other	0.19

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

Institutional Aid at 4-Year Colleges and Universities

Table S37a. Standard errors for the percentage of full-time undergraduates enrolled in 4-year institutions who received institutional aid, and among recipients, the average amounts received (in constant 1999 dollars), by control of institution: 1992–93, 1995–96, and 1999–2000

Control of institution	1992–93		1995–96		1999–2000	
	Percent	Average amount	Percent	Average amount	Percent	Average amount
Public	0.73	\$80	0.82	\$100	0.61	\$60
Private not-for-profit	1.93	210	1.88	270	1.74	180

SOURCE: U.S. Department of Education, NCES, 1992–93, 1995–96, and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:93, 96, and 2000).

Table S37b. Standard errors for the percentage of full-time undergraduates enrolled in 4-year institutions who received institutional aid, and among recipients, the average amounts received (in constant 1999 dollars), by control of institution and family income: 1992–93, 1995–96, and 1999–2000

Family income	1992–93		1995–96		1999–2000	
	Percent	Average amount	Percent	Average amount	Percent	Average amount
Public						
Lowest quarter	1.35	\$120	1.37	\$150	1.19	\$100
Middle two quarters	0.80	110	0.99	120	0.73	90
Highest quarter	0.89	150	1.06	210	0.85	150
Private not-for-profit						
Lowest quarter	5.21	\$310	2.94	\$380	3.19	\$260
Middle two quarters	2.05	260	2.12	290	1.93	220
Highest quarter	1.71	240	2.06	240	1.76	220

SOURCE: U.S. Department of Education, NCES, 1992–93, 1995–96, and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:93, 96, and 2000).

Debt Burden of College Students

Table S38. Standard errors for the percentage of 1992–93 and 1999–2000 bachelor’s degree recipients who had borrowed for their undergraduate education, average total amount borrowed by borrowers (in 1999 constant dollars), and among those in repayment a year later, average monthly salary and loan payment (in 2001 constant dollars) and median debt burden, by type of degree-granting institution

Type of degree-granting institution	All graduates	Borrowers	Borrowers in repayment		Median debt burden
	Percent who had borrowed	Average amount borrowed	Average monthly salary	Average monthly loan payment	
	1992–93		1994		
Total	0.78	\$180	\$100	\$3	0.18
Public 4-year	0.84	210	130	3	0.24
Nondoctoral	1.64	410	130	5	0.35
Doctoral	1.03	270	190	4	0.27
Private not-for-profit 4-year	1.37	330	70	7	0.32
Nondoctoral	1.94	550	100	7	0.39
Doctoral	1.65	640	100	16	0.58
	1999–2000		2001		
Total	0.54	\$260	\$40	\$3	0.14
Public 4-year	0.75	300	30	3	0.20
Nondoctoral	1.63	450	60	6	0.34
Doctoral	0.85	360	40	4	0.23
Private not-for-profit 4-year	1.16	510	90	7	0.25
Nondoctoral	1.54	570	130	10	0.29
Doctoral	1.50	970	90	10	0.40

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

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Glossary





Glossary

A

Achievement levels: Achievement levels define what students should know and be able to do at different levels of performance. In the National Assessment of Educational Progress (NAEP), the achievement levels are *Basic*, *Proficient*, and *Advanced*. The definitions of these levels, which apply across all grades and subject areas, are as follows:

Basic: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced: This level signifies superior performance.

ACT Assessment: An examination administered by ACT, Inc. (formerly the American College Testing Program). The ACT Assessment® is designed to assess high school students' general educational development and their ability to complete college-level work. The ACT differs from the SAT in that it assesses students' knowledge in the curricular areas of English, mathematics, reading, and science reasoning.

Activities for supervision: A form of care arrangement that includes extracurricular activities such as sports, arts, and clubs that are not associated with center- or school-based arrangements. Parents may use such activities to provide children with adult supervision (nonparental care). Similar activities may also be undertaken because of children's personal interest and enjoyment and not for the purpose of adult supervision (adapted from NCES 2004–008, page 7, 3, § 6–7).

Adult education: Adult education includes enrollment in a formal course of any length from 1 day to a semester or longer in any of seven types of activities: English as a Second Language (ESL); Adult Basic Education (ABE), General Educational Development (GED) preparation classes, and adult high school programs; college or university degree programs; vocational or technical diploma programs; apprenticeship programs; work-related courses (related to a job or career other than postsecondary credential programs or apprenticeship programs, whether or not respondents had a job when they took the courses); and personal interest courses (various types of educational activities that have an instructor and are not included in the other categories). For the purposes of this volume, adult education for work-related reasons includes apprenticeships, formal work-related courses, college or university degree or certificate programs for work-related reasons, and vocational/technical diploma programs for work-related reasons. It excludes informal learning (e.g., brown bag demonstrations, conferences, or self-paced study). The adult population includes civilian, noninstitutionalized individuals, age 16 and above, who are not enrolled in elementary or secondary school.

Advanced degree: Any formal degree attained after the bachelor's degree. Advanced degrees include master's degrees, doctoral degrees, and first-professional degrees.

Afterschool programs: Center- or school-based programs regularly scheduled at least once each month during afterschool hours.

Alternative schools: Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. Although these schools fall outside the categories of regular, special education, and vocational education, they may provide similar services

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or curriculum. Some examples of alternative schools are schools for potential dropouts; residential treatment centers for substance abuse (if they provide elementary or secondary education); schools for chronic truants; and schools for students with behavioral problems. Between 3 and 4 percent of the schools included in the Common Core of Data (CCD) files are alternative schools.

Assistantship: An assistantship is a form of institutional aid in which the student receives aid in exchange for teaching, research, or other services. This form of aid is most commonly used for graduate students, but is sometimes available to undergraduates.

Associate's degree: A degree granted for the successful completion of a subbaccalaureate program of study, usually requiring at least 2 years (or the equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

At-risk: Being “at-risk” means having one or more family background or other factors that have been found to predict a high rate of school failure at some time in the future. This “failure” generally refers to dropping out of high school before graduating but also can mean being retained within a grade from one year to the next. The risk factors include having a mother whose education is less than high school, living in a single-parent family, receiving welfare assistance, and living in a household where the primary language spoken is other than English.

B

Baccalaureate degree: (See Bachelor's degree.)

Bachelor's degree: A degree granted for the successful completion of a baccalaureate program of study, usually requiring at least 4 years (or the equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

C

Carnegie unit: A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for 1 year.

Center- or school-based programs: A care arrangement that encompasses supervised and organized activities in a nonresidential setting, such as the child's school or a community center.

Certificate: An award granted for the successful completion of a subbaccalaureate program of study, which usually requires less than 2 years of full-time postsecondary study.

Cohort: A group of persons who share one or more particular statistical or demographic characteristics, such as having received their bachelor's degree in a certain year or range of years.

College: A postsecondary institution that offers a general or liberal arts education, usually leading to an associate's, bachelor's, master's, doctor's, or first-professional degree. Junior colleges and community colleges are included.

Community college: A commonly used term for a public 2-year institution, which provides 2-year programs that lead to a certificate or an associate's degree or that fulfill part of the requirements for a bachelor's degree or higher at a 4-year institution.

Constant dollars: Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

Consumer price index (CPI): This price index measures the average change in the cost of a fixed-market basket of goods and services purchased by consumers.

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Control of institutions: A classification of institutions of elementary/secondary or post-secondary education by whether the institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Core curriculum: The most commonly implemented form of the New Basics curriculum, which includes 4 years of English and 3 years each of mathematics, science, and social studies, but not the one-half year of computer science included in the New Basics curriculum. (See New Basics curriculum.)

Current dollars: Dollar amounts that have not been adjusted to compensate for inflation. (See Constant dollars.)

Current expenditures: Expenditures for operating local public schools, excluding capital outlay and interest on school debt. These expenditures include such items as salaries for school personnel, fixed charges, student transportation, books and materials, and energy costs. Expenditures for state administration are excluded.

D

Dependent student: (See Financial dependency.)

Distance education: Instructional programs or courses in which the instructor and students need not be in the same physical place, particularly those relying on computers, audio, or video technology as the medium for delivery and, sometimes, for two-way interaction.

Doctoral institutions: Includes 4-year post-secondary institutions that award at least a doctoral or first-professional degree in one or more programs.

Doctor's degree: An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctor's degrees are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D. Eng. or D.E.S.). Many doctor's degrees in both academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading. (See First-professional degree.)

Dropout: The term is used to describe both the event of leaving school before graduating and the status of an individual who is not in school and who is not a graduate. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she left school. At the time the person returns to school, he or she is called a "stopout." Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate. (See Event dropout rate and Status dropout rate.)

E

Educational attainment: The highest level of schooling attended and completed.

Elementary school: An elementary/secondary school with one or more grades of K–6 that does not have any grade higher than grade 8. For example, schools with grades K–6, 1–3, or 6–8 are classified as elementary.

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Elementary/secondary school: As reported in this publication, elementary/secondary schools include regular schools (i.e., schools that are part of state and local school systems and private elementary/secondary schools, both religiously affiliated and nonsectarian); alternative schools; vocational education schools; and special education schools. Schools not reported here include subcollegiate departments of postsecondary institutions, residential schools for exceptional children, federal schools for American Indians or Alaska Natives, and federal schools on military posts and other federal installations.

Employment status: The employment status of civilian, noninstitutionalized individuals in the population is indicated by whether they are in the labor force or not. If they are employed either full time or part time or unemployed but looking for work they are in the labor force; otherwise, they are not.

English: A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

Enrollment: The total number of students registered in a given school unit at a given time, generally in the fall of a year.

Event dropout rate: Event rates calculated using the October Current Population Survey (CPS) data for a certain year measure the proportion of students who dropped out between October of that year and October of the previous year. The event rate is determined by counting all persons in a certain age range (e.g., 15–24 years old) who were enrolled in high school in October of the previous year but had not completed high school and were not enrolled in grades 10–12 a year later. This count is then divided by the total number of persons in that age range who were enrolled the previous October to compute the rate. High school is

completed when the person either earns a high school diploma or an alternative credential such as a GED.

Expenditures: Charges incurred, whether paid or unpaid, that are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For postsecondary institutions, these include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions, other than retirement of debt, investment in securities, extension of credit, or as agency transactions. Also, government expenditures include only external transactions, such as the provision of prerequisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

F

Federal student aid: Student financial aid provided through the federal government. This aid can either be provided by or administered by a federal agency. Federal agencies providing aid include the Department of Education, Department of Health and Human Services, Department of Defense, Veterans Administration, and the National Science Foundation. Federal student aid can be in the form of grants, loans, and work-study aid.

Financial dependency: For purposes of determining eligibility for federal student aid, students are normally considered financially dependent on their parents or guardians (regardless of the amount of support actually provided) unless they meet one of the criteria for independence. A student is considered to be independent if he or she is age 24 or older, a veteran of the U.S. Armed Forces, enrolled in a graduate or professional program beyond a bachelor's degree, married, an orphan or ward

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of the court, or has legal dependents other than a spouse. Students under 24 who do not meet any of these conditions but are receiving no parental support may be classified as independent by campus financial aid officers using their professional judgment. Most undergraduates under 24 are considered dependent.

First-professional degree: An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. First-professional degrees may be awarded in the following 10 fields: chiropractic (D.C. or D.C.M.), osteopathic medicine (D.O.), dentistry (D.D.S. or D.M.D.), pharmacy (Pharm.D.), law (L.L.B. or J.D.), podiatry (D.P.M., D.P., or Pod.D.), medicine (M.D.), theology (M.Div., M.H.L., B.D., or Ordination), optometry (O.D.), and veterinary medicine (D.V.M.).

Formal learning: Formal work-related adult education is defined by the presence of an instructor and includes a college degree or post-degree certificate program for work-related reasons, a vocational degree/diploma program for work-related reasons, an apprenticeship program leading to journeyman status in a skilled trade or craft, and work-related courses (training, workshops, seminars, courses, or classes taken for work-related reasons).

Four-year institution: Denotes a postsecondary institution that can award bachelor's degrees or higher.

Free lunch eligibles: (See National school lunch program.)

Full-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load equal to at least 75 percent of the normal full-time course load.

G

GED certificate: (See High school equivalency certificate.)

General revenue: Noncategorical revenues that consist of all local revenues, state general formula assistance, and state payments on behalf of the local education agency for employee benefits.

Grants: This term can have one of two possible meanings. In this publication, grants most commonly refer to funds awarded to an individual by a college, an agency, or another institution to attend postsecondary education. Grants, which do not have to be repaid, include need-based grants, merit-based scholarships, fellowships, and tuition waivers. Grants may also refer to funds provided by the federal or state government or some other institution to other agencies to support the delivery of services, undertake research or another innovative activity, or to provide other beneficial services.

Gross Domestic Product (GDP): Gross national product less net property income from abroad. Both gross national product (GNP) and gross domestic product (GDP) aggregate only the incomes of residents of a nation, corporate and individual, derived directly from the current production of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing.

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Gross National Product (GNP): A measure of the money value of the goods and services available to the nation from economic activity. GNP can be viewed in terms of expenditure categories, which include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing. GNP, in this broad context, measures the output attributable to the factors of production, labor, and property supplied by U.S. residents.

Guidance staff: All staff whose primary responsibility is to provide academic, career, or personal/social counseling to high school students.

H

High school: A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

High school completion: An individual has completed high school if he or she has been awarded a high school diploma or an equivalent credential, including a General Educational Development (GED) credential.

High school diploma: A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

High school equivalency certificate: A formal document certifying that an individual has

met the state requirements for high certificate school graduation equivalency by obtaining satisfactory scores on an approved examination and meeting other performance requirements (if any) set by a state education agency or other appropriate body. One particular version of this certificate is the GED. The GED (General Educational Development) Test is a comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate through achieving satisfactory scores. GEDs are awarded by the states or other agencies, and the test is developed and distributed by the GED Testing Service of the American Council on Education.

High school grades teachers: Teachers who teach only students in grade 9 and those who teach students in any of the grades 10–12.

Humanities: Instructional programs in the following fields: area and ethnic studies, foreign languages, letters, liberal/general studies, multi/interdisciplinary studies, philosophy and religion, theology, and the visual and performing arts.

I

Independent student: (See Financial dependency.)

Informal learning: Informal work-related adult education activities that take place without an instructor. Examples of such activities include on-the-job demonstrations by a supervisor or coworker; on-the-job mentoring or supervised training; self-paced study using books, videos, or computer-based software; attendance at brown-bag or informal presentations; and attendance at conferences, trade shows, or conventions related to one's work or career.

Glossary

Continued

L

Limited-English-proficient: A concept developed to assist in identifying those language minority students (children with language backgrounds other than English) who need language assistance services, in their own language or in English, in the schools. The Bilingual Education Act, reauthorized in 1988 (P.L. 100-297), describes a limited-English proficient (LEP) student as one who:

(1) meets one or more of the following conditions:

- a. a student who was born outside the United States or whose native language is not English;
- b. a student who comes from an environment where a language other than English is dominant; or
- c. a student who is an American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant effect on his or her level of English language proficiency; and

(2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

Many ways of making this determination about an individual student's English proficiency are being used by school systems across the United States. These include various combinations of home language surveys, informal determinations by teachers, formal interviews, and a number of types of assessment tests for classification, placement, and monitoring of progress.

Loan: Borrowed money that must be repaid.

Local education agency (LEA): (See School district.)

M

Major: Primary field of study in pursuit of a bachelor's degree, implying that the individual has substantial knowledge of the academic discipline or subject area.

Master's degree: A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program—for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree—for example, the Master of Laws (LL.M.) and Master of Science (M.S.) in various medical specializations.

Mathematics: A body of related courses concerned with knowledge of measurement, properties, and relations quantities, which can include theoretical or applied studies of arithmetic, algebra, geometry, trigonometry, statistics, and calculus.

Median: The median is a measure of central tendency on a scale indicating where a population is centered. The median of the population is the point on the scale that divides the population in half. Half of the population will have values that are equal to or larger than the median, and half will have values that are smaller than the median.

Glossary

Continued

Merit-based aid: Grants and scholarships awarded solely on the basis of academic, athletic, or other merit. That is, financial need is not considered.

Metropolitan Statistical Area (MSA): A geographic entity designated by the federal Office of Management and Budget for use by federal statistical agencies. A metropolitan statistical area (MSA) is a metropolitan area (MA) that is not closely associated with another MA. An MSA consists of one or more counties, except in New England, where MSAs are defined in terms of county subdivisions (primarily cities and towns). (See also *supplemental note 1*.)

Middle grade teachers: Teachers who teach students in the middle grades, generally 5–8, including those teaching some combination of grades K–9 and having a main assignment field other than elementary education or special education and not teaching any grades higher than 9.

Middle school: A separately organized and administered school between the elementary and senior high schools. When called a “junior high school,” a middle school usually includes grades 7, 8, and 9 (in a 6-3-3 plan) or grades 7 and 8 (in a 6-2-4 plan). In some districts, however, a middle school spans grades 5 to 8 or grades 6 to 8.

N

National school lunch program: Established by President Truman in 1946, the program is a federally assisted meal program operated in public and private nonprofit schools and residential child care centers. To be eligible, a student must be from a household with an income at 185 percent of the poverty level for reduced-price lunch or 130 percent of the poverty level for free lunch.

Need-based aid: Need-based aid is aid that is awarded on the basis of financial need as de-

termined by a formula that takes into account the student’s financial resources and the price of attending the institution in which the student is enrolled.

New Basics curriculum: A minimum curriculum recommended by the National Commission of Excellence in Education (NCEE) in 1983 to be completed by high school graduates that consists of 4 years of English; 3 years each of mathematics, science, and social studies; and one-half year of computer science. College-bound high school graduates are also advised to complete 2 years of foreign language. (See Core curriculum.)

Nondoctoral institutions: Includes 4-year postsecondary institutions that do not offer doctoral or first-professional degrees. They may offer master’s degrees.

Nonrelative care: A care arrangement where care is provided by family child care providers, neighbors, regular sitters, and other people not related to the child. This care may also be provided in the child’s home or another home.

Nonresident alien: A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Nontraditional student: A student with any of the following characteristics: has delayed enrollment, attends part time, works full time while enrolled, is considered financially independent for purposes of determining financial aid, has dependents other than a spouse, is a single parent, or does not have a high school diploma.

Nursery school: A separately organized and administered school for groups of children during the year or years preceding kindergarten, which provides educational experiences under the direction of professionally qualified teachers.

Glossary

Continued

O

Organization for Economic Cooperation and Development (OECD): The OECD is an organization of 30 nations (as of 2002) whose purpose is to promote trade and economic growth in both member and nonmember nations. OECD's activities cover almost all aspects of economic and social policy. The current member countries include Australia, Austria, Belgium, Canada, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

P

Parent Loan for Undergraduate Students (PLUS) program: The federally sponsored PLUS program is a low-interest loan for parents of dependent students. Parents may borrow up to the full cost of the student's education (less student financial aid).

Part-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load less than 75 percent of the normal full-time credit load.

Pell grant program: The federal Pell grant program is the largest program of need-based grant aid available to postsecondary students, providing grants to low-income undergraduate students who have not yet received a bachelor's or first-professional degree. Pell grants serve as the base to which other financial aid awards are added.

Permanent resident: Any non-U.S. citizen who is residing in the United States under legally recognized and lawfully recorded permanent residence as an immigrant.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or its equivalent. This includes programs with an academic, vocational, and continuing professional education purpose and excludes vocational and adult basic education programs. (See also *supplemental note 8*.)

Prekindergarten: Public preprimary education for children ages 3–4 (ages 3–5 in some states) who have not yet entered kindergarten. It may offer a program of general education or special education and, in some states, may be part of a collaborative effort with Head Start. Private preprimary educational programs are typically referred to as “center-based programs.” (See Preprimary.)

Preprimary: Elementary education programs for children who are too young for 1st grade, including center-based programs, prekindergarten, and kindergarten.

Private for-profit institution: A postsecondary institution that is privately owned and operated as a profit-making enterprise. Includes career colleges and proprietary schools. (See also *supplemental note 8*.)

Private not-for profit institution: A postsecondary institution that is controlled by an independent governing board and incorporated under Section 503(c) of the Internal Revenue Code. (See also *supplemental note 8*.)

Private school or institution: A school or institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually not supported primarily by public funds; and that is not operated by publicly elected or appointed officials.

Glossary

Continued

Public institution: A postsecondary education institution supported primarily by public funds and operated by publicly elected or appointed officials who control the program and activities. (See also *supplemental note 8.*)

Public school: An institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education or chartering agency. Public schools include regular, special education, vocational/technical, alternative, and public charter schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Affairs-funded schools operated by local public school districts.

Purchasing Power Parity (PPP) indices: Purchasing Power Parity (PPP) exchange rates, or indices, are the currency exchange indices rates that equalize the purchasing power of different currencies, meaning that when a given sum of money is converted into different currencies at the PPP exchange rates, it will buy the same basket of goods and services in all countries. PPP indices are the rates of currency conversion that eliminate the difference in price levels among countries. Thus, when expenditures on GDP for different countries are converted into a common currency by means of PPP indices, they are expressed at the same set of international prices, so that comparisons among countries reflect only differences in the volume of goods and services purchased.

R

Regular school districts: Can be either (1) a school district that is not a component of a supervisory union or (2) a school district component of a supervisory union that shares a superintendent and administrative services

with other local school districts. State- and federally operated institutions charged with serving special needs populations, regional education service agencies, and supervisory union administrative centers (or county superintendents serving the same purpose) are excluded.

Regular schools: Schools that are part of state and local school systems as well as private elementary/secondary schools, both religiously affiliated and nonsectarian, that are not alternative schools, vocational education schools, special education schools, subcollegiate departments of postsecondary institutions, residential schools for exceptional children, federal schools for American Indians or Alaska Natives, or federal schools on military posts and other federal installations.

Relative care: A care arrangement where grandparents, siblings, aunts, uncles, and other relatives are the caregivers. Relative care takes place in the child's home or another home.

Remedial course (postsecondary): Courses provided in reading, writing, mathematics, or other subjects for college students lacking those skills necessary to perform college-level work at the level required by the attended institution; thus, what constitutes remedial courses varies from institution to institution.

Remedial education: Instruction for a student lacking the reading, writing, mathematics, or other skills necessary to perform college-level work at the level required by the attended institution.

Revenues: All funds received from external sources, net of refunds, and correcting transactions. Noncash transactions such as receipt of services, commodities, or other receipts "in kind" are excluded, as are funds received from the issuance of debt, liquidation of investments, and nonroutine sale of property.

Glossary

Continued

S

SAT Assessment: (See Scholastic Assessment Test.)

Scale score: Uses a set scale (e.g., 0–500 on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments) to assess overall achievement in a domain, such as mathematics. NAEP and the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K) use Item Response Theory (IRT) models to determine the scale.

Scholastic Assessment Test (SAT): An examination administered by the Educational Testing Service (ETS) and used to predict the facility with which an individual will progress in learning college-level subjects. The SAT differs from the ACT in that it assesses students' aptitude in English, reading, and mathematics generally rather than their curricular knowledge.

School district: An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are “local basic administrative unit” and “local education agency.” (See Local education agency.)

Science: The body of related courses concerned with knowledge of the physical and biological world and with the processes of discovering and validating this knowledge.

Secondary school: An elementary/secondary school with one or more of grades 7–12 that does not have any grade lower than grade 7. For example, schools with grades 9–12, 7–9, 10–12, or 7–8 are classified as secondary.

Self-care: A care arrangement in which parents allow children to be responsible for themselves when a parent or another adult is unavailable for supervision.

Significantly different: (See Introduction to appendix 3 and the Reader's Guide.)

Social science: A body of related courses concerned with knowledge of the social life of human groups and individuals, including economics, geography, history, political science, psychology, social studies, and sociology.

Social studies: A group of instructional programs that describes the substantive portions of behavior, past and present activities, interactions, and organizations of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.

Stafford Loan program: The Stafford Loan program is the largest of federal student loans. For students with financial need, the federal government subsidizes the interest while the student is enrolled. Unsubsidized loans are available to students without regard to financial need.

Statistically significant: (See Introduction to appendix 3 and the Reader's Guide.)

Status dropout rate: The status dropout rate is a cumulative rate that estimates the proportion of young adults who are dropouts, regardless of when they dropped out. The numerator of the status dropout rate for any given year is the number of young adults ages 16–24 who, as of October of that year, had not completed high school and were not currently enrolled. The denominator is the total number of 16- to 24-year-olds in October of that same year.

T

Teacher certification: License granted by states for teachers to teach a given subject. In 2002, all states required a bachelor's degree that included subject matter as well as pedagogical studies; all but 10 states required basic skills tests in reading, mathematics, or general knowledge; and 31 states required subject-matter examinations.

Glossary

Continued

Tenure: The status that teachers or professors may be granted, after a trial period, to protect them from summary dismissal.

Tertiary-type A education: A level of higher education classified according to the International Standard Classification of Education (ISCED). Programs considered as tertiary-type A education are based largely on theory and are designed to provide sufficient qualifications for entry into advanced research programs and professions with high-skill requirements, such as medicine, dentistry, or architecture. Tertiary-type A programs have a minimum cumulative theoretical duration of 3 years of full-time-equivalent (FTE) enrollment, although they typically last 4 or more years and lead to the award of a bachelor's or higher degree.

Tertiary-type B education: A level of higher education classified according to the International Standard Classification of Education (ISCED). Programs considered as tertiary-type B education are typically shorter than tertiary-type A programs and focus on practical, technical, or occupational skills for direct entry into the labor market, although they may cover some theoretical foundations in the respective programs. These programs have a minimum duration of 2 years of full-time-equivalent (FTE) enrollment at the tertiary level.

Title I grant program: The federal government provides grants to local education agencies to supplement state and local education funding based primarily on the number of children from low-income families in each local education agency. The program provides extra academic support and learning opportunities to help disadvantaged students catch up with their classmates or make significant academic progress.

Title IV institutions: To participate in student financial aid programs authorized by Title IV of the Higher Education Act, institutions

must be accredited by an agency or organization recognized by the U.S. Department of Education, have a program of over 300 clock hours or 8 credit hours, have been in business for at least 2 years, and have a signed Program Participation Agreement (PPA) with the Office of Postsecondary Education, U.S. Department of Education.

Total expenditures for elementary and secondary education: Total expenditures per student in fall enrollment include all expenditures allocable to per student costs divided by fall enrollment. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Expenditures for nonelementary/secondary programs that include community services, adult education, and other are excluded.

Tuition and fees: A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods.

Two-year institution: Denotes a postsecondary institution that does not confer bachelor's degrees, but does provide 2-year programs that result in a certificate or an associate's degree, or 2-year programs that fulfill part of the requirements for a bachelor's degree or higher at a 4-year institution.

U

Undergraduate students: Students registered at a postsecondary institution in a program leading to a baccalaureate degree or other formal award below the baccalaureate such as an associate's degree.

University: A postsecondary institution that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties and that is empowered to confer degrees in various fields of study.

Glossary

Continued

Unsubsidized loans: (See Stafford Loan program.)

V

Vocational certificate: (See vocational/technical program.)

Vocational courses: High school courses in the following areas: agriculture, business, marketing/distribution, health care, technology/communications, construction, mechanical/repair, precision production (drafting, metals, electricity, etc.), public and protective services, food service/hospitality, child care/education, personal and other services (cosmetology, fashion design, etc.), and transportation/materials moving.

Vocational education: Organized educational activities that offer a sequence of courses that provides individuals with the academic and

technical knowledge and skills needed to prepare for further education and for careers requiring less than a bachelor's degree. At the high school level, vocational education consists of occupational education, general labor market preparation, and family and consumer sciences education.

Vocational/technical program: A postsecondary program, usually offered in a public or private for-profit institution, often completed in less than 2 years that generally leads to an occupational certificate or credential.

W

Work-study: Work-study programs provide students with financial aid in exchange for work, usually on campus. The funds may come from federal, state, or institutional sources.

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