

Section 3

Student Effort and Educational Progress





Contents

Introduction: Student Effort and Educational Progress	55
<i>Elementary/Secondary Persistence and Progress</i>	
18 Kindergarten Entry and Retention	56
19 Status Dropout Rates by Race/Ethnicity	57
<i>Transition to College</i>	
20 Immediate Transition to College	58
21 Geographic Mobility of the High School Class of 1992	59
<i>Postsecondary Persistence and Progress</i>	
22 Postsecondary Participation and Attainment Among Traditional-Age Students	60
<i>Completions</i>	
23 Educational Attainment	62

Section 3: Website Contents

	<i>Indicator—Year</i>
<i>Student Attitudes and Aspirations</i>	
Postsecondary Expectations of 10th-Graders	15—2004
<i>Student Effort</i>	
12th-Graders' Effort and Interest in School	18—2002
<i>Elementary/Secondary Persistence and Progress</i>	
Kindergarten Entry and Retention	18—2005
Event Dropout Rates by Family Income, 1972—2001	16—2004
Status Dropout Rates by Race/Ethnicity	19—2005
<i>Transition to College</i>	
Immediate Transition to College	20—2005
International Comparison of Transition to Postsecondary Education	17—2004
Geographic Mobility of the High School Class of 1992	21—2005
<i>Postsecondary Persistence and Progress</i>	
Remediation and Degree Completion	18—2004
Transfers From Community Colleges to 4-Year Institutions	19—2003
Institutional Retention and Student Persistence at 4-Year Institutions	20—2003
Persistence and Attainment of Students With Pell Grants	23—2003
Trends in Undergraduate Persistence and Completion	19—2004
Postsecondary Participation and Attainment Among Traditional-Age Students	22—2005
<i>Completions</i>	
Degrees Earned by Women	20—2004
Time to Bachelor's Degree Completion	21—2003
Postsecondary Attainment of 1988 8th-Graders	22—2003
Educational Attainment	23—2005

This List of Indicators includes all the indicators in Section 3 that appear on *The Condition of Education* website (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2005 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 selected indicators from previous volumes, appear on the Web (see Website 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. An indicator of these aspirations is the postsecondary expectations of students as 10th-graders. The indicators in these subsections (both only on the website) measure students' effort by their patterns of school attendance and the importance they attach to schooling for their future success.

The third subsection traces the progress of students through the education system in a series of stages. In the first stage, starting with preschool or kindergarten, students progress through elementary and secondary education to graduation from high school or some alternate form of completion. A key 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 status dropout rate by race/ethnicity and an indicator on the website shows the event dropout rate by family income.

The fourth subsection examines the transition to college. An important measure is the percentage of students who make the transition to college within 1 year of completing high school. An indicator on the website compares the rate of first-time enrollment in postsecondary education in the United States to the rates in other countries. A new indicator in this volume looks at the geographic mobility of students who earn bachelor's degrees.

The fifth subsection concerns the percentage of students who enter postsecondary education who complete a credential and how much time they take to do so. This subsection 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/coe/list/i3.asp>.

Elementary/Secondary Persistence and Progress

Kindergarten Entry and Retention

Among children enrolled in kindergarten in fall 1998, about 1 out of 10 was either repeating kindergarten or had a delayed entry (had not enrolled the year he or she became age eligible).

To enter kindergarten, children typically must be 5 years old sometime before the end of the calendar year.¹ Children at this age differ widely in their skills and abilities (Sameroff and Haith 1996). Recognizing these differences and believing that additional time may allow some children to be better prepared academically and/or socially, educators and parents sometimes delay children’s entry into kindergarten or have them repeat the kindergarten year (Kundert, May, and Brent 1995). Among children enrolled in kindergarten in fall 1998, some 88 percent were first-time, on-time entrants (enrolled the year they became age eligible to start); 6 percent were first-time, delayed entrants (enrolled a year after they became age eligible to start); and 5 percent were repeating kindergarten (Reaney and West forthcoming).²

Children who started kindergarten in fall 1998 but whose entry had been delayed and children who were repeating kindergarten that year differed from their classmates who were entering on time. Both the delayed entrants and repeaters were more likely than their on-time

classmates to be male and less likely to have attended preschool. Compared with those who entered on time, delayed entrants were more likely to be White and to have parents with a bachelor’s degree or higher. In contrast, children who were repeating kindergarten were more likely than their classmates who were entering on time to be disadvantaged—that is, to be poor, to have developmental difficulties, and to have parents with less than a high school education (see supplemental table 18-1).

Generally, as children began kindergarten, no measurable differences in reading and mathematics achievement were detected among the three groups (Reaney and West forthcoming). However, by the spring of 1st grade, children who had repeated kindergarten had lower reading achievement than their classmates who were in kindergarten for the first time in fall 1998 as either on-time or delayed entrants.³ This relationship remained even after controlling for other factors that may also be related to academic achievement.

¹ In 2001, half of the states required children to be 5 years old before a cutoff date sometime between August 15 and September 15. Other states set earlier or later dates or let local districts determine the age of kindergarten entry (Education Commission of the States 2002).

² The remaining 2 percent were first-time, early entrants (had entered early through an exception to district age requirements). They were excluded from the comparisons here because of their small number.

³ These factors included sex, age, race/ethnicity, presence of developmental difficulties in 1st grade, parents’ education, poverty status, preschool experience, and type of kindergarten program (full- or half-day).

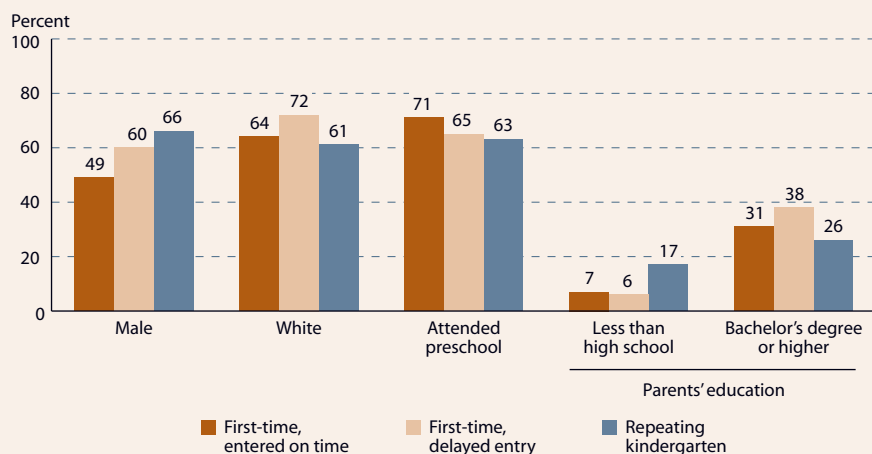
NOTE: The analysis sample includes children who were in kindergarten in fall 1998 who did not enter early, who were promoted to 1st grade in fall 1999, and who were assessed in English in the fall and spring of kindergarten and spring of 1st grade. For complete data on students’ characteristics, see supplemental table 18-1.

SOURCE: Reaney, L.M., and West, J. (forthcoming). *The Early Reading and Mathematics Achievement of Children Who Repeated Kindergarten or Who Began School a Year Late* (NCES 2005–130), table A1. Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use File.

FOR MORE INFORMATION:
 Supplemental Notes 1,3
 Supplemental Table 18-1
 Sameroff and Haith 1996
 Kundert, May, and Brent 1995



KINDERGARTEN STATUS: Percentage of kindergarten students who had selected characteristics, by kindergarten enrollment status: Fall 1998



Elementary/Secondary Persistence and Progress

Status Dropout Rates by Race/Ethnicity

Since 1972, status dropout rates for Whites, Blacks, and Hispanics ages 16–24 have declined; nonetheless, rates for Hispanics have remained higher than those for other racial/ethnic groups.

Dropouts from high school are more likely to be unemployed and earn less when they are employed than those who complete high school (U.S. Department of Commerce 2004, tables 215 and 608). Among adults age 25 or older, those who did not complete high school report worse health than their peers who did complete high school, regardless of income (NCES 2004–077, indicator 12).

The status dropout rate represents the percentage of an age group that is not enrolled in school and has not earned a high school credential (i.e., diploma or equivalent, such as a GED). According to this measure, 10 percent of 16- through 24-year-olds were out of school without a high school credential in 2002 (see supplemental table 19-1). Although the status dropout rate declined for this age group between 1972 and 2002, it remained fairly stable over the last decade (1992 through 2002).

Status dropout rates and changes in these rates over time differ by race/ethnicity. Each year between 1972 and 2002, the status dropout rate was lowest for Whites and highest for His-

panics. The status dropout rates for Whites, Blacks, and Hispanics declined between 1972 and 2002. The gap between Blacks and Whites narrowed during the 1970s and into the mid-1980s, but there was no measurable change in the period between 1985 and 2002. From 1972 through 2002, there has been no measurable change in the gap between the status dropout rates for Hispanics and Whites.

In 2002, almost one-third of status dropouts (30 percent) ages 16–24 were Hispanics who were born outside of the United States¹ (see supplemental table 19-2). Higher dropout rates among Hispanic immigrants partly account for the persistently high dropout rates for all Hispanics. Among Hispanic 16- through 24-year-olds who were born outside the United States, the status dropout rate of 41 percent in 2002 was more than double the rates for first- or later-generation Hispanics in this age group born in the United States (14 and 11 percent, respectively). Nevertheless, Hispanics born in the United States were more likely to be high school dropouts than their non-Hispanic counterparts.

¹The United States refers to the 50 states and the District of Columbia.

NOTE: The status dropout rate reported in this indicator is one of a number of rates reporting on high school dropout and completion behavior in the United States. See supplemental note 2 for more information about the rate reported here. Due to small sample sizes for most or all of the years shown in the figure, American Indians/Alaska Natives and Asians/Pacific Islanders are included in the total but are not shown separately. The erratic nature of the Hispanic status dropout rates reflects, in part, the historically small sample size of Hispanics. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Some estimates are revised from previous publications.

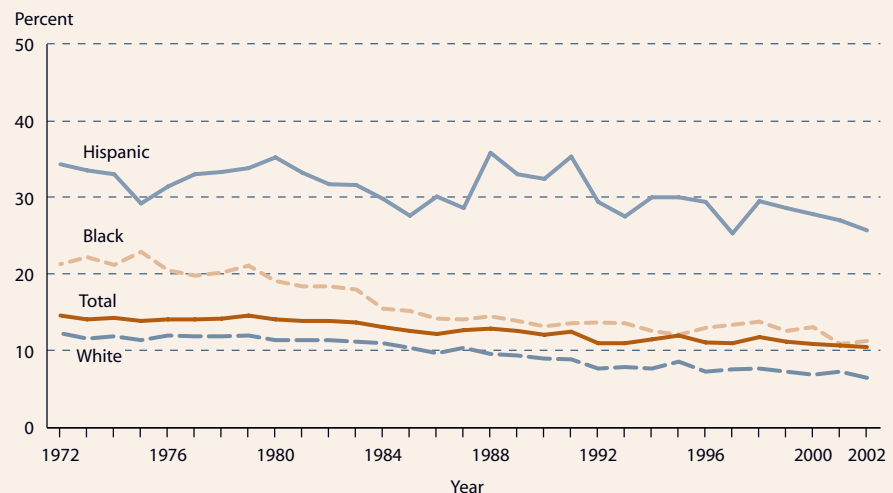
SOURCE: Laird, J., Lew, S., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2002* (NCES 2005–040), table 8. Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2002.



FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Tables 19-1,
19-2

NCES 2004–077, indicator 12
U.S. Department of Commerce
2004

STATUS DROPOUTS: Dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2002



Transition to College

Immediate Transition to College

The immediate college enrollment rate increased between 1972 and 2003 but has been about 64 percent since 1998. Between the mid-1980s and the late 1990s, the gap narrowed between Blacks and Whites but widened between Hispanics and Whites.

The percentage of high school completers who enroll in college¹ in the fall immediately after high school reflects the accessibility of higher education and the emphasis placed on college education. Between 1972 and 2003, the immediate college enrollment rate increased from 49 to 64 percent, but it has remained at about 64 percent since 1998 (see supplemental table 20-1).

The immediate college enrollment rate for White high school completers was not measurably different from 50 percent between 1972 and 1978, increased to 68 percent by 1997, and has remained steady since then. For the most part, the rate for Black high school completers was not measurably different from 50 percent between 1972 and 1977, but it decreased between 1978 and 1983, increasing the gap between the two groups. However, between 1984 and 1998, the rate increased faster for Blacks than for Whites, narrowing the gap between the two groups; the rate for Blacks reached 62 percent by 1998 and has remained steady since. For Hispanic high school completers, the immediate enrollment rate was not measurably different from 50 percent in 1972, but it has fluctuated greatly over time. Between 1972 and 2003, the

overall trend for Hispanics was flat in contrast to a linear increase for Whites; thus, the gap between Whites and Hispanics widened.

From 1972 to 2003, the immediate enrollment rate of high school completers increased faster for females than for males (see supplemental table 20-2). Much of the growth in the overall rate between 1981 and 1997 was due to increases in the immediate enrollment rate of females at 4-year institutions. During this period, the rate at which females enrolled at 4-year institutions increased faster than that of males at 4-year institutions and than that of either males or females at 2-year institutions.

Differences in immediate enrollment rates by family income and parents' education have persisted. In each year between 1972 and 2003, high school completers from high-income² families were more likely than their low-income peers to enter college immediately after high school (see supplemental table 20-1). Likewise, completers whose parents had a bachelor's degree or higher were more likely than those whose parents had less education to enroll immediately for each year between 1992 and 2003 (see supplemental table 20-3).³

¹ Includes 2- or 4-year institutions.

² Low income is the bottom 20 percent of all family incomes, high income is the top 20 percent of all family incomes, and middle income is the 60 percent in between. See supplemental note 2 for further discussion.

³ 1992 is the earliest year with comparable data available for parents' educational attainment.

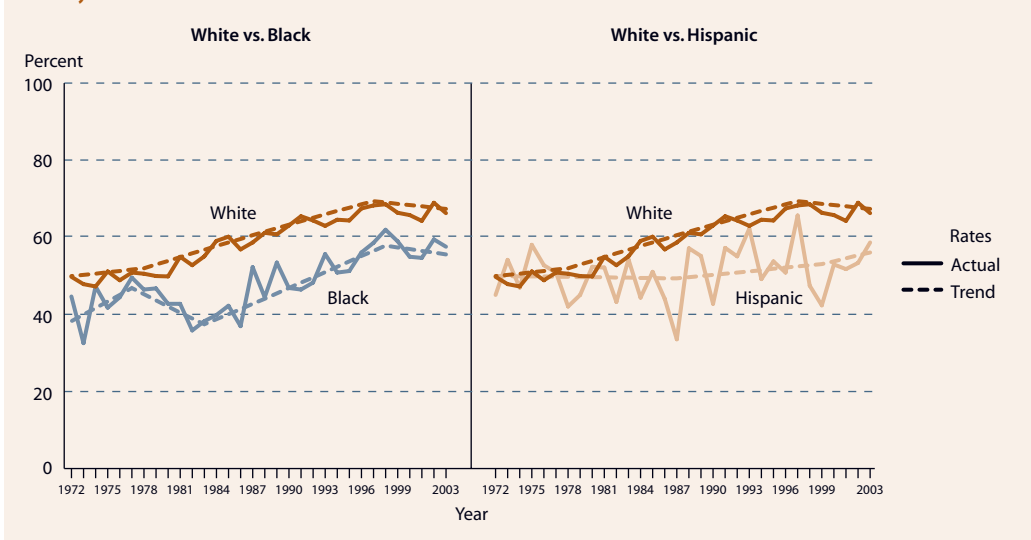
NOTE: Includes those ages 16–24 completing high school in a given year. Actual values are yearly estimates calculated from the Current Population Survey (CPS). The trend values show the linear trend of these estimates over the time periods shown. The questions about educational attainment were reworded in 1992. Before then, "High school completers" meant those who completed 12 years of schooling; beginning in 1992, it meant those who received a high school diploma or equivalency certificate. In 1994, the survey instrument for the CPS was changed and weights were adjusted. See supplemental note 2 for further discussion. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. The erratic nature of the Hispanic rate reflects, in part, the small sample size of Hispanics. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2003-067), indicator 18 and previously unpublished tabulations for 2002–03 (January 2005). Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2003.

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



COLLEGE ENROLLMENT RATES: Actual and trend rates of immediate enrollment in postsecondary education, by race/ethnicity: October 1972–2003





Transition to College

Geographic Mobility of the High School Class of 1992

Among the class of 1992 high school seniors with any postsecondary education by 2000, 66 percent enrolled first in their home state and also lived there in 2000.

Knowledge about the geographic mobility of students helps states project enrollments and consider investments in public postsecondary institutions (Adelman 2004). Comparing the state locations of a student's high school, first postsecondary institution, and later residence provides a useful measure of that student's geographic mobility, even though it does not necessarily capture all of the student's moves.

Among the class of 1992 high school seniors with any postsecondary education by 2000,¹ 66 percent enrolled first in their home state and also lived there in 2000, and 14 percent enrolled first in their home state but moved away by 2000 (see supplemental table 21-1). Another 10 percent started their postsecondary education out of state but returned to their home state by 2000, and 4 percent started out of state and lived in that state in 2000. The remaining 6 percent started their postsecondary education out of state and lived in a third state in 2000. Students whose highest degree was a bachelor's were more likely than their counterparts with an associate's degree to have either enrolled or lived outside their home state after high school.

Geographic mobility varied with race/ethnicity. Compared with students of other race/ethnicities, Hispanic students were more likely to attend their first postsecondary institution in their home state and to reside there in 2000 (81 vs. 64–69 percent). Geographic mobility also varied with the selectivity of the first postsecondary institution the student attended.² Students who attended highly selective institutions were more likely than their peers to start their postsecondary education out of state, and to live in a third state in 2000 (34 vs. 1–14 percent).

Another indicator of geographic mobility for 1992 high school seniors who earned a bachelor's degree is where they lived in 2000 relative to where they earned their degree. In 2000, a majority (62 percent) lived in the same state in which they earned their college degree (see supplemental table 21-2). Students' mobility after earning a bachelor's degree varied by major. For example, students who earned a bachelor's degree in education were more likely than those with other majors to reside in the same state where they earned their degree (78 vs. 46–68 percent).

¹ See indicator 22 for information on postsecondary enrollment and attainment for this cohort.

² See supplemental note 8.

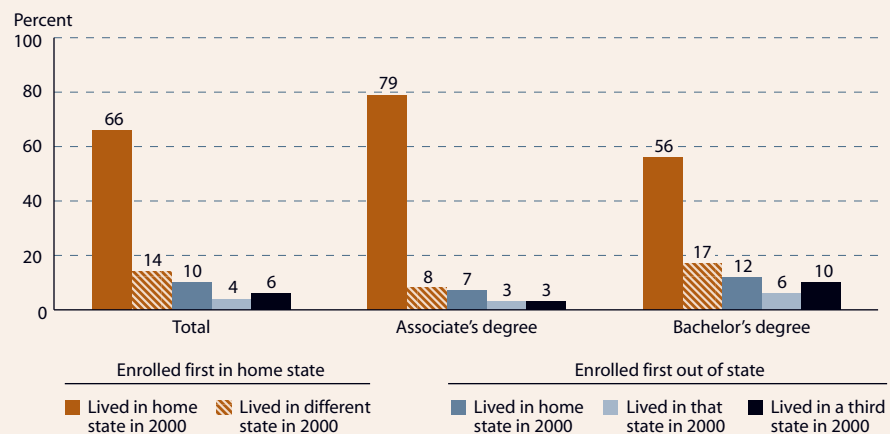
NOTE: Detail may not sum to totals because of rounding. The state pattern could not be determined for 3 percent of students who became postsecondary participants. The total includes students who did not earn a degree and those who earned certificates, associate's, bachelor's, and graduate degrees.

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, table 1.5. Data from U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Postsecondary Transcript Study, 2002."



FOR MORE INFORMATION:
Supplemental Notes 3, 6, 8
Supplemental Tables 21-1,
21-2

GEOGRAPHIC MOBILITY: Percentage distribution of 1992 high school seniors who enrolled in any postsecondary education, by state of first postsecondary institution relative to home state, state of residence in 2000, and highest degree earned by 2000



Postsecondary Persistence and Progress

Postsecondary Participation and Attainment Among Traditional-Age Students

Twelfth-graders in 1992 were more likely than their counterparts in 1972 and 1982 to enroll in postsecondary education and, if they did, to earn at least a bachelor's degree by their mid-twenties.

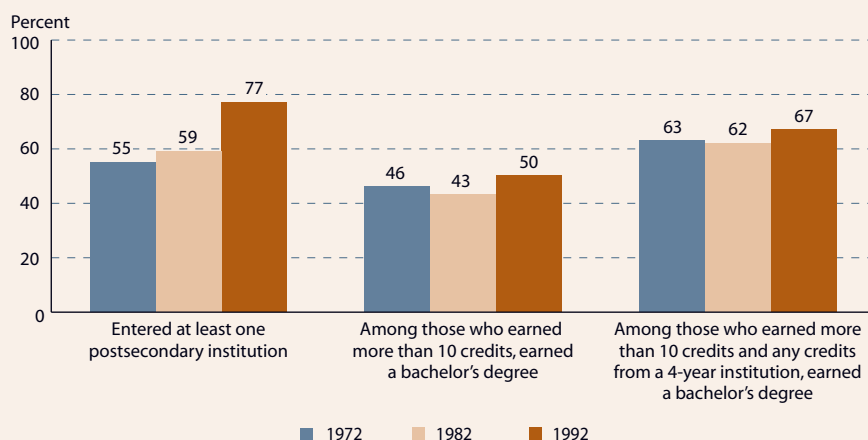
An increasing proportion of 12th-graders are continuing on to postsecondary education. More than three-quarters (77 percent) of the class of 1992 enrolled in a postsecondary institution within 8.5 years of high school, compared with 59 percent of the class of 1982 and 55 percent of the class of 1972. The participation rates of females and Whites were higher in 1992 than in 1982, and higher in 1982 than in 1972; the participation rates of Asians, Blacks, and Hispanics were also higher in 1992 than in 1982, but no difference was observed between their 1982 and 1972 rates (see supplemental table 22-1).

Among those who earned more than 10 postsecondary credits (i.e., did not simply take a course or two and leave postsecondary education), the proportion earning a bachelor's degree has increased: 50 percent of the class of 1992 earned at least a bachelor's degree within 8.5 years of high school, compared with 43 percent of the class of 1982 and 46 percent of the class of 1972. This increased attainment may mean that more students have bachelor's degree goals, those with such goals are more successful, or both.

Another measure of postsecondary success considers only students who earned more than 10 credits *and* any credits at a 4-year institution (Adelman 2004), thus signifying an intent to earn a bachelor's degree. Among these students, 67 percent of the high school class of 1992 earned at least a bachelor's degree within 8.5 years, compared with about 62 percent of the earlier classes. No difference was detected in the bachelor's degree attainment rate for males across the three cohorts (62–63 percent), while the attainment rate for females increased from 61–62 percent for the earlier classes to 71 percent for the class of 1992. The attainment rate for Blacks first declined (from 46 percent for the class of 1972 to 38 percent for the class of 1982), before increasing to 56 percent for the class of 1992. In each cohort, attainment rates for Blacks and Hispanics were lower than those for Whites.

The average amount of time students took to complete a bachelor's degree was longer for each successive cohort, but the differences represented less than a full term. Males have consistently taken longer to finish a bachelor's degree than females, and Hispanics have taken longer than Whites.

ACCESS AND PERSISTENCE: Percentage of 1972, 1982, and 1992 12th-graders who entered postsecondary education, and among those who earned more than 10 credits or more than 10 credits and any from a 4-year institution, percentage who earned a bachelor's degree within 8.5 years



NOTE: The 8.5 years is relative to the modal high school graduation date (June) for the cohort, not the individual's graduation date. For example, the end point for all the 1992 graduates is the end of 2000.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 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 Transcript Survey, 2000," previously unpublished tabulation (November 2004).

FOR MORE INFORMATION:
 Supplemental Notes 1, 3, 8
 Supplemental Table 22-1
 Adelman 2004



THIS PAGE INTENTIONALLY LEFT BLANK

Completions

Educational Attainment

The percentages of 25- to 29-year-olds who have completed high school, some college, or a bachelor's degree or higher have increased since 1971, but racial/ethnic differences in levels of educational attainment remain.

In 2003, some 87 percent of all 25- to 29-year-olds had received a high school diploma or equivalency certificate, and many of these young adults had received additional education. Although this percentage represents an increase since 1971, the high school completion rate has been at least 85 percent since 1976.

In 1971, Blacks were considerably less likely than Whites to have completed high school (59 vs. 82 percent) (see supplemental table 23-1). Although Blacks have narrowed the gap, their high school completion rate was still below that of Whites in 2003 (88 vs. 94 percent). The high school completion rate for Hispanics also increased between 1971 and 2003 (from 48 to 62 percent), but Hispanics, unlike Blacks, have not made measurable progress in closing the gap with Whites.

Overall, the percentage of 25- to 29-year-olds who completed at least some college increased from 34 to 57 percent between 1971 and 2003 (see supplemental table 23-2). However, increases were not even throughout the entire period. The completion rate increased during

the 1970s, leveled off during the 1980s, increased in the early and mid-1990s, and has leveled off since then. The overall upward trend reflects the overall pattern of change in the propensity of high school graduates to enroll in college immediately after completing high school (*indicator 20*).

The percentage completing some college increased between 1971 and 2003 for each racial/ethnic group, but less for Hispanics than for Whites or Blacks. In 2003, 57 percent of all 25- to 29-year-olds had completed some college, with Whites (66 percent) more likely than Blacks (51 percent) or Hispanics (31 percent) to have done so.

Twenty-eight percent of 25- to 29-year-olds had at least a bachelor's degree in 2003, up from 17 percent in 1971 (see supplemental table 23-3). In general, the rate for completing a bachelor's degree or higher was roughly half the rate for completing some college. Although the percentage with a bachelor's degree or higher increased for all three racial/ethnic groups, the gap between Whites and Blacks and between Whites and Hispanics widened over time.

¹ Included in the totals but not shown separately are other racial/ethnic categories.

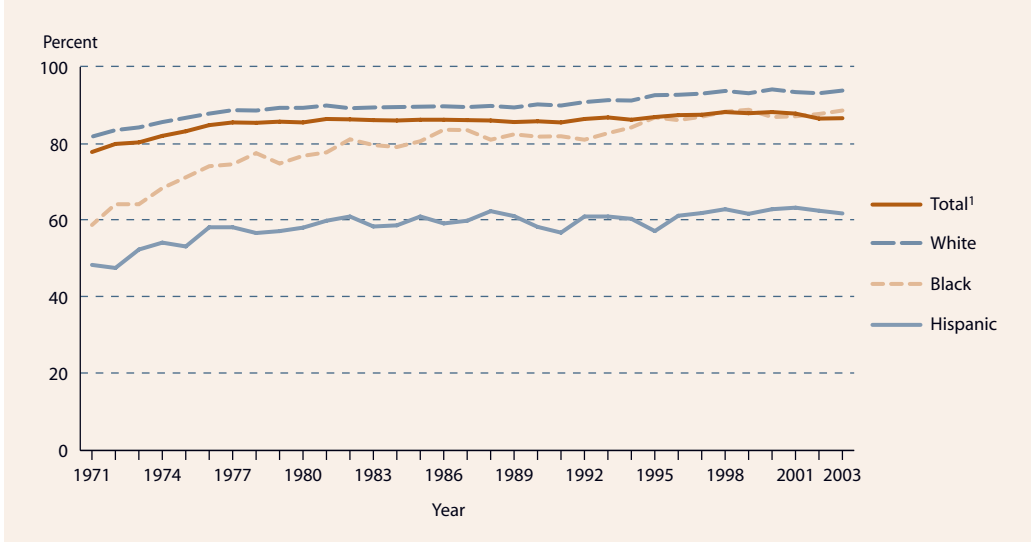
NOTE: "High school completers" also includes those with higher levels of education, and "some college" also includes those with a bachelor's degree or higher. The questions about educational attainment were reworded in 1992. Before then, "high school completers" meant those who completed 12 years of schooling and "some college" meant 1 or more years; beginning in 1992, they meant those who received a high school diploma or equivalency certificate and any college at all, respectively. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion. Some estimates are revised from previous publications. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2002). *The Condition of Education 2002* (NCES 2002-025), tables 25-1, 25-2, and 25-3 and previously unpublished tabulations for 2002-03 (December 2004). Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1971-2003.

FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Tables 23-1,
23-2, 23-3

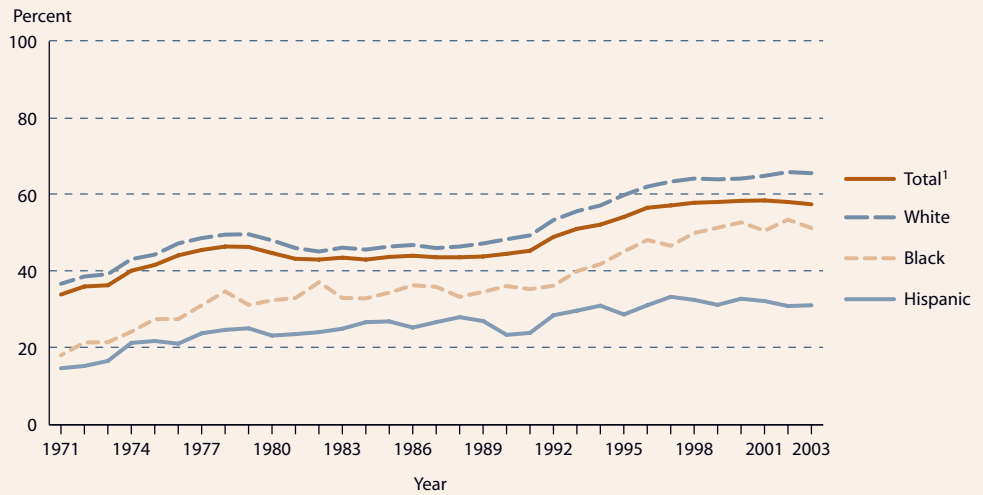


HIGH SCHOOL COMPLETERS: Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity: March 1971-2003

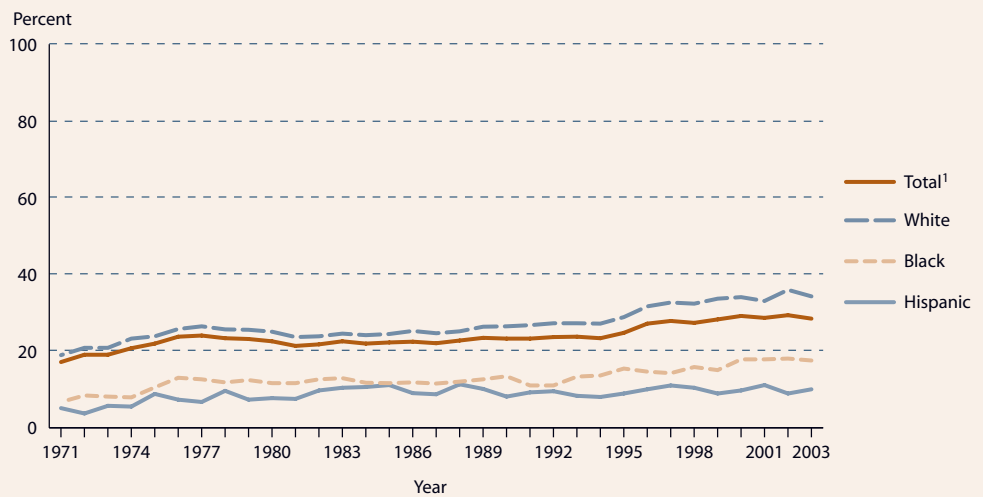




SOME COLLEGE: Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity: March 1971–2003



BACHELOR'S DEGREE OR HIGHER: Percentage of 25- to 29-year-olds who completed a bachelor's degree or higher, by race/ethnicity: March 1971–2003



¹ Included in the totals but not shown separately are other racial/ethnic categories.

NOTE: "High school completers" also includes those with higher levels of education, and "some college" also includes those with a bachelor's degree or higher. The questions about educational attainment were reworded in 1992. Before then, "high school completers" meant those who completed 12 years of schooling and "some college" meant 1 or more years; beginning in 1992, they meant those who received a high school diploma or equivalency certificate and any college at all, respectively. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion. Some estimates are revised from previous publications. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2002). *The Condition of Education 2002* (NCES 2002-025), tables 25-1, 25-2, and 25-3 and previously unpublished tabulations for 2002-03 (December 2004). Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1971-2003.



FOR MORE INFORMATION:
 Supplemental Notes 1, 2
 Supplemental Tables 23-1,
 23-2, 23-3