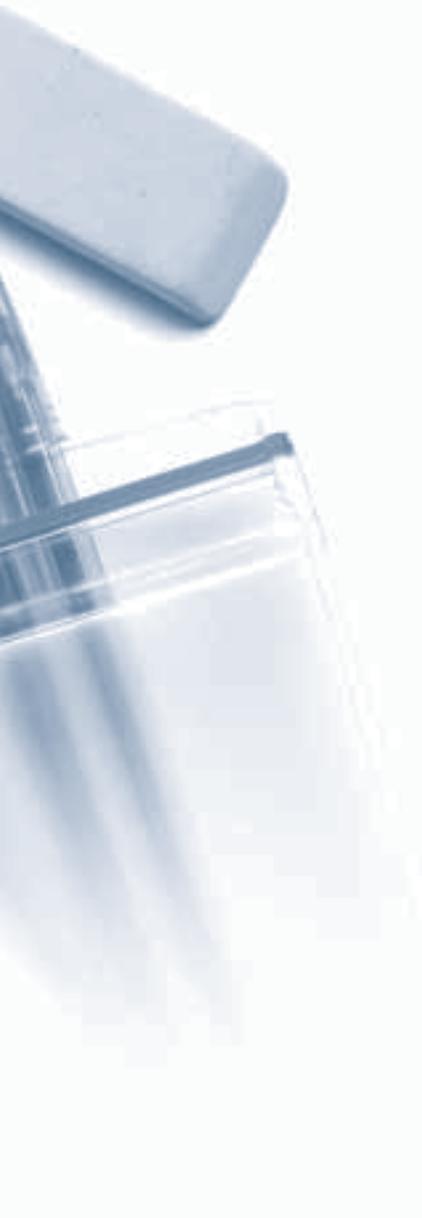


Appendix 1

Supplemental Tables





Appendix 1 contains all the supplemental tables for the indicators in this volume. The tables are numbered sequentially according to indicator with a numbered suffix added to reflect the order of the supplemental table in each indicator. For example, indicator 13 has three supplemental tables, so the tables are numbered Table 13-1, 13-2, and 13-3.

Contents

| | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Table SA-1. | Percentage distribution of public and private K–12 teachers by their employment background, region, and community type: 1999–2000 | 103 |
| Table 1-1. | Public elementary and secondary enrollment in prekindergarten through grade 12, by grade level and region, with projections: Fall 1965–2013 | 104 |
| Table 2-1. | Total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by type of school and grade level: Various school years, 1989–90 through 2001–02..... | 105 |
| Table 2-2. | Private elementary and secondary school enrollment and as a percentage of total enrollment in public and private schools, by region and grade level: Various school years, 1989–90 through 2001–02 | 106 |
| Table 2-3. | Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2001–02..... | 107 |
| Table 3-1. | Number and percentage distribution of all school-age children who were homeschooled and homeschooling rate, by selected characteristics: 1999 and 2003 | 109 |
| Table 3-2. | Number and percentage of school-age children who were homeschooled, by parents’ reasons given as important and most important for homeschooling: 2003 | 110 |
| Table 4-1. | Percentage distribution of public school students enrolled in kindergarten through 12th grade, by race/ethnicity: Fall 1972–2003 | 111 |
| Table 4-2. | Percentage distribution of public school students enrolled in kindergarten through 12th grade, by race/ethnicity and region: Fall 1972–2003 | 112 |
| Table 5-1. | Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty: Various years, 1979–2003 | 114 |
| Table 5-2. | Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by selected characteristics: 2003 | 115 |
| Table 6-1. | Number, percentage distribution, and percentage of children in kindergarten through grade 12 in public schools who were classified as having mental retardation, emotional disturbance, and specific learning disability, and who were served under the Individuals with Disabilities Education Act (IDEA), by sex and race/ethnicity: 2000 | 116 |
| Table 7-1. | Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions , by sex, attendance status, and type of institution, with projections: Fall 1970–2014..... | 117 |
| Table 8-1. | Percentage of first-time kindergartners in fall 1998 who demonstrated specific reading knowledge and skills, by grade level and selected characteristics: 1998–2002 | 118 |
| Table 8-2. | Percentage of first-time kindergartners in fall 1998 who demonstrated specific mathematics knowledge and skills, by grade level and selected characteristics: 1998–2002 | 119 |
| Table 9-1. | Average reading score by percentile and percentage of students at each achievement level, by grade: Selected years, 1992–2003..... | 120 |
| Table 9-2. | Average reading score for 4th- and 8th-graders, by selected student and school characteristics: 2003 | 122 |
| Table 9-3. | Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state and jurisdiction: 2003..... | 123 |
| Table 10-1. | Average mathematics score by percentile and percentage of students at each achievement level, by grade: Selected years, 1990–2003 | 125 |

Contents

Continued

| | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Table 10-2. | Average mathematics score for 4th- and 8th-graders, by selected student and school characteristics: 2003..... | 127 |
| Table 10-3. | Average mathematics score for public school 4th- and 8th-graders and change in score since 1990 and 1992, by state and jurisdiction: 2003 | 128 |
| Table 11-1. | Average mathematics scores of 4th- and 8th-grade students, by sex and country: 2003 | 130 |
| Table 11-2. | Average mathematics scores of 4th-grade students in 1995 and 2003 and of 8th-grade students in 1995, 1999, and 2003 and change in score since 1995 in grade 4 and since 1995 and 1999 in grade 8, by country..... | 132 |
| Table 12-1. | Average science scores of 4th- and 8th-grade students, by sex and country: 2003..... | 134 |
| Table 12-2. | Average science scores of 4th-grade students in 1995 and 2003 and of 8th-grade students in 1995, 1999, and 2003 and change in score since 1995 in grade 4 and since 1995 and 1999 in grade 8, by country | 136 |
| Table 13-1. | Average combined mathematics literacy, subscales, and problem-solving scores of 15-year-old students, by country: 2003..... | 138 |
| Table 13-2. | Average male-female score point differences of combined mathematics literacy, subscale, and problem-solving scores of 15-year-old students, by country: 2003..... | 139 |
| Table 13-3. | Average combined mathematics literacy scores of 15-year-old students, by percentile and country: 2003 | 140 |
| Table 14-1. | Percentage distribution of 4th- and 8th-grade public school students, by school location and selected student and school characteristics: 2003 | 141 |
| Table 14-2. | Percentile distribution of average reading and mathematics scores of 4th- and 8th-grade public school students and the percentage of students at each achievement level, by school location: 2003 | 142 |
| Table 15-1. | Percentage of respondents age 25 or older who reported reading literature in the past 12 months, by selected characteristics: Various years, 1982–2002 | 143 |
| Table 15-2. | Percentage of respondents age 25 or older who reported reading literature in the past 12 months, by highest educational attainment and selected characteristics: 2002..... | 144 |
| Table 16-1. | Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity: 1977–2003 | 145 |
| Table 16-2. | Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: 1977–2003..... | 146 |
| Table 16-3. | Ratio of median annual earnings of 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 equivalent, by race/ethnicity: 1977–2003..... | 147 |
| Table 16-4. | Ratio of median annual earnings of White to Black and White to Hispanic full-time, full-year wage and salary workers ages 25–34, by educational attainment: 1977–2003 | 148 |
| Table 17-1. | Percentage of adults ages 25–34, by employment status, educational attainment, and race/ethnicity: Selected years, 1971–2004 | 149 |
| Table 18-1. | Percentage distribution of kindergarten enrollment status, by selected characteristics: Fall 1998 | 151 |
| Table 19-1. | Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2002..... | 152 |
| Table 19-2. | Status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2002..... | 153 |

Contents

Continued

| | | |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Table 20-1. | Percentage of high school completers who were enrolled in college the October after completing high school, by family income and race/ethnicity: 1972–2003..... | 154 |
| Table 20-2. | Percentage of high school completers who were enrolled in college the October after completing high school, by sex and type of institution: 1972–2003..... | 155 |
| Table 20-3. | Percentage of high school completers who were enrolled in college the October after completing high school, by parents’ education: 1992–2003..... | 156 |
| Table 21-1. | Percentage distribution of 1992 high school seniors who enrolled in any postsecondary education, by geographic mobility, race/ethnicity, selectivity of first postsecondary institution, and highest degree attained by 2000..... | 157 |
| Table 21-2. | Percentage distribution of 1992 high school seniors who had attained a bachelor’s degree by 2000, by state of residence, major, and type of institution..... | 158 |
| Table 22-1. | Percentage of 1972, 1982, and 1992 12th-graders who entered postsecondary education, and among those who earned more than 10 credits, percentage who earned a bachelor’s degree within 8.5 years, and average time to degree, by sex and race/ethnicity..... | 159 |
| Table 23-1. | Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2003..... | 160 |
| Table 23-2. | Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2003..... | 161 |
| Table 23-3. | Percentage of 25- to 29-year-olds who completed a bachelor’s degree or higher, by race/ethnicity and sex: March 1971–2003..... | 162 |
| Table 24-1. | States with mandatory exit examinations, by subjects tested: 2004..... | 163 |
| Table 24-2. | Initial grade level tested for exit examinations, by type of examination, type of question in exit examination, and state: 2004..... | 164 |
| Table 24-3. | Percentage of students who passed their state’s mathematics exit examination on the first try, by race/ethnicity, selected student subgroups, and state: 2004..... | 165 |
| Table 24-4. | Percentage of students who passed their state’s English/language arts exit examination on the first try, by race/ethnicity, selected student subgroups, and state: 2004..... | 166 |
| Table 25-1. | Percentage distribution of all students and percentage of students in schools offering some advanced coursework in mathematics, English, science, and foreign language, by student and school characteristics: 2000..... | 167 |
| Table 25-2. | Percentage distribution of students by the number of advanced mathematics and English courses offered in their school and the average number of advanced courses offered by subject, by student and school characteristics: 2000..... | 168 |
| Table 25-3. | Percentage distribution of students by the number of advanced science and foreign language courses offered in their school and the average number of advanced courses offered by subject, by student and school characteristics: 2000..... | 169 |
| Table 26-1. | Average number of hours per year and day spent in public school per student, by instructional level and selected school characteristics: 1987–88 and 1999–2000..... | 170 |
| Table 26-2. | Average number of instructional hours per year spent in public school, by age or grade of student and country: 2000 and 2001..... | 171 |

Contents

Continued

| | | |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Table 27-1. | Percentage distribution of students with disabilities ages 6–21 served by the Individuals with Disabilities Education Act, by placement in educational environment: 1994–95 to 2003–04..... | 172 |
| Table 27-2. | Percentage distribution of students with disabilities ages 6–21 served by the Individuals with Disabilities Education Act, by placement in educational environment and race/ethnicity: 2003–04..... | 173 |
| Table 28-1. | Percentage distribution of students attending public charter schools, by entity granting school charter, origin of school, and selected charter school characteristics: 2003..... | 174 |
| Table 28-2. | Percentage distribution of students attending public schools by type of school, entity granting school charter, origin of school, and selected school characteristics: 2003..... | 175 |
| Table 28-3. | Percentage distribution of students attending public schools by type of school, entity granting school charter, origin of school, and selected student characteristics: 2003..... | 176 |
| Table 29-1. | Percentage of 10th-graders in public schools who agreed and disagreed with selected statements about their school's learning environment, by race/ethnicity of students and level of minority enrollment at school: 2002..... | 177 |
| Table 29-2. | Percentage of 10th-graders in public schools who agreed and disagreed with selected statements about their school's social environment, by race/ethnicity of students and level of minority enrollment at school: 2002..... | 178 |
| Table 30-1. | Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime: 1992–2002..... | 179 |
| Table 30-2. | Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime and selected student characteristics: 2002..... | 180 |
| Table 31-1. | Number and percentage of minority students enrolled in degree-granting institutions and, among minority students, percentage distribution of students by the minority enrollment concentration at the institution attended, by type of institution: Fall 2002..... | 181 |
| Table 31-2. | Number and percentage of students enrolled in degree-granting institutions and, for each racial/ethnic group, the percentage distribution of students by their racial/ethnic enrollment concentration at the institution attended, by student race/ethnicity and type of institution: Fall 2002..... | 181 |
| Table 31-3. | Number and percentage of students enrolled in degree-granting institutions and, for each racial/ethnic group, the percentage distribution of students by their racial/ethnic enrollment concentration at the institution attended, by student race/ethnicity and type of institution: Fall 2002..... | 182 |
| Table 32-1. | Total compensation, average salaries by academic rank and type of institution, fringe benefits by type of institution, and percentage distribution of full-time instructional faculty at degree-granting institutions: Selected academic years, 1977–78 to 2002–03..... | 183 |
| Table 32-2. | Total compensation, average salaries, fringe benefits, and percentage distribution of full-time instructional faculty at degree-granting institutions, by contract length: Selected academic years, 1977–78 to 2002–03..... | 184 |
| Table 33-1. | Percentage of degree-granting institutions with academic libraries offering selected electronic services by type of access, type of off-campus user, and 1994 Carnegie classification: 1996 and 2000..... | 185 |
| Table 34-1. | Transfer and articulation policies, full-time-equivalent fall enrollment, and percentage distribution of enrollment in public 2-year institutions, by state: 2000..... | 186 |
| Table 35-1. | Percentage of children about 9 months of age who engaged in selected activities with a family member daily in a typical week, by child and family characteristics: 2001–02..... | 188 |

Contents

Continued

| | | |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Table 35-2. | Children’s mean motor scale score at about 9 months of age and the percentage possessing specific motor skills, by child and family characteristics: 2001–02 | 190 |
| Table 35-3. | Children’s mean mental scale score at about 9 months of age and the percentage possessing specific cognitive abilities, by child and family characteristics: 2001–02..... | 191 |
| Table 36-1. | Total expenditures per student in fall enrollment in regular public school districts, by district poverty level: 1989–90 to 1999–2000 | 192 |
| Table 36-2. | Current expenditures per student in fall enrollment in regular public school districts, by district poverty level: 1989–90 to 1999–2000 | 193 |
| Table 37-1. | Total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2001–02 | 194 |
| Table 37-2. | Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2001–02 | 195 |
| Table 38-1. | Total expenditures per student in fall enrollment in public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 to 2001–02 | 196 |
| Table 38-2. | Percentage distribution in total expenditures in public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 to 2001–02 | 197 |
| Table 39-1. | Total public revenue, fall enrollment, and public revenue per student in elementary and secondary schools: 1969–70 to 2001–02..... | 198 |
| Table 39-2. | Gross domestic product (GDP), total public revenue in elementary and secondary schools, and total public revenue in elementary and secondary schools as a percentage of GDP: 1969–70 to 2001–02 | 199 |
| Table 40-1. | Total and per student education and general revenue for public degree-granting institutions by source of funds, and enrollment in public degree-granting institutions: 1969–70 to 2000–01 | 200 |
| Table 40-2. | Gross domestic product (GDP) and total education and general revenue for public degree-granting institutions and as a percentage of GDP by source of funds: 1969–70 to 2000–01 | 201 |

Mobility in the Teacher Workforce

Table SA-1. Percentage distribution of public and private K–12 teachers by their employment background, region, and community type: 1999–2000

| Region and community type | Continuing teachers | Transfers | Returning teachers | Delayed entrants | Recent graduates |
|---------------------------|---------------------|------------|--------------------|------------------|------------------|
| Total | 83.3 | 8.5 | 3.8 | 2.0 | 2.5 |
| Northeast | 84.7 | 7.3 | 4.0 | 1.9 | 2.1 |
| Urban | 85.1 | 6.9 | 3.4 | 2.4 | 2.3 |
| Suburban | 85.0 | 7.5 | 4.0 | 1.6 | 1.9 |
| Rural | 81.9 | 7.6 | 5.4 | 2.6 | 2.4 |
| Midwest | 83.6 | 8.2 | 4.0 | 1.6 | 2.6 |
| Urban | 83.3 | 7.5 | 5.0 | 1.6 | 2.7 |
| Suburban | 83.5 | 8.8 | 3.3 | 1.5 | 2.9 |
| Rural | 84.0 | 7.9 | 4.3 | 1.7 | 2.2 |
| South | 82.3 | 9.4 | 3.5 | 2.1 | 2.6 |
| Urban | 81.3 | 9.4 | 3.8 | 2.6 | 2.9 |
| Suburban | 81.5 | 10.3 | 3.6 | 1.9 | 2.7 |
| Rural | 84.7 | 8.1 | 3.0 | 1.9 | 2.4 |
| West | 83.2 | 8.5 | 3.5 | 2.2 | 2.5 |
| Urban | 84.1 | 8.0 | 3.6 | 2.3 | 2.1 |
| Suburban | 82.5 | 9.0 | 3.4 | 2.2 | 2.9 |
| Rural | 83.3 | 8.4 | 3.9 | 2.1 | 2.3 |

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 1* for information on region and community type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," "Charter Teacher Questionnaire," and "Private Teacher Questionnaire," 1999–2000.

Past and Projected Elementary and Secondary School Enrollments

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

| [Totals in thousands] | | | | | | | | | | | |
|-----------------------|------------------|---------------|-------------|------------------------------------|---------|------------------|---------|--------|---------|--------|---------|
| 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 | 11,093 | 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 | 47,672 | 33,938 | 13,734 | 8,250 | 17.3 | 10,745 | 22.5 | 17,237 | 36.2 | 11,440 | 24.0 |
| 2002 | 48,202 | 34,135 | 14,067 | 8,297 | 17.2 | 10,835 | 22.5 | 17,472 | 36.2 | 11,598 | 24.1 |
| | | | | | | Projected | | | | | |
| 2003 | 48,213 | 33,917 | 14,296 | 8,281 | 17.2 | 10,781 | 22.4 | 17,490 | 36.3 | 11,662 | 24.2 |
| 2004 | 48,270 | 33,686 | 14,584 | 8,247 | 17.1 | 10,741 | 22.3 | 17,541 | 36.3 | 11,741 | 24.3 |
| 2005 | 48,375 | 33,528 | 14,847 | 8,208 | 17.0 | 10,720 | 22.2 | 17,611 | 36.4 | 11,836 | 24.5 |
| 2006 | 48,574 | 33,565 | 15,010 | 8,179 | 16.8 | 10,719 | 22.1 | 17,727 | 36.5 | 11,949 | 24.6 |
| 2007 | 48,664 | 33,603 | 15,060 | 8,126 | 16.7 | 10,694 | 22.0 | 17,793 | 36.6 | 12,050 | 24.8 |
| 2008 | 48,696 | 33,702 | 14,994 | 8,063 | 16.6 | 10,652 | 21.9 | 17,847 | 36.7 | 12,133 | 24.9 |
| 2009 | 48,740 | 33,870 | 14,871 | 8,005 | 16.4 | 10,611 | 21.8 | 17,894 | 36.7 | 12,230 | 25.1 |
| 2010 | 48,842 | 34,097 | 14,745 | 7,954 | 16.3 | 10,583 | 21.7 | 17,956 | 36.8 | 12,348 | 25.3 |
| 2011 | 49,004 | 34,439 | 14,565 | 7,916 | 16.2 | 10,569 | 21.6 | 18,033 | 36.8 | 12,486 | 25.5 |
| 2012 | 49,248 | 34,846 | 14,402 | 7,894 | 16.0 | 10,575 | 21.5 | 18,135 | 36.8 | 12,645 | 25.7 |
| 2013 | 49,584 | 35,268 | 14,315 | 7,889 | 15.9 | 10,598 | 21.4 | 18,266 | 36.8 | 12,831 | 25.9 |
| 2014 | 49,993 | 35,681 | 14,312 | 7,902 | 15.8 | 10,636 | 21.3 | 18,413 | 36.8 | 13,042 | 26.1 |

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: Hussar, W. (forthcoming). *Projections of Education Statistics to 2014* (NCES 2005–065), tables 1 and 4 and U.S. Department of Education, National Center for Education Statistics (NCES) (forthcoming) *Digest of Education Statistics 2004* (NCES 2005–079), table 37. Data from U.S. Department of Education, NCES, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1986–2002 and “Statistics of Public Elementary and Secondary School Systems,” various years.

Trends in Private School Enrollments

Table 2-1. Total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by type of school and grade level: Various school years, 1989–90 through 2001–02

| School year and grade level | Total enrollment (in thousands) | Catholic | | | | Other religious ¹ | | | | Non-sectarian ² |
|--------------------------------|---------------------------------|----------|-----------|----------|---------|------------------------------|------------------------|------------|---------------|----------------------------|
| | | Total | Parochial | Diocesan | Private | Total | Conservative Christian | Affiliated | Un-affiliated | |
| Grades K–12 | | | | | | | | | | |
| 1989–90 | 4,838 | 54.5 | 32.2 | 15.2 | 7.1 | 32.3 | 10.9 | 12.8 | 8.5 | 13.2 |
| 1991–92 | 4,890 | 53.0 | 30.0 | 15.9 | 7.1 | 32.2 | 12.0 | 12.5 | 7.8 | 14.8 |
| 1993–94 | 4,836 | 51.4 | 29.2 | 15.5 | 6.8 | 33.7 | 12.6 | 12.3 | 8.8 | 14.9 |
| 1995–96 | 5,032 | 50.1 | 27.2 | 16.2 | 6.7 | 34.7 | 14.0 | 11.7 | 8.9 | 15.3 |
| 1997–98 | 5,076 | 49.5 | 26.5 | 16.3 | 6.7 | 34.8 | 14.5 | 10.9 | 9.4 | 15.7 |
| 1999–2000 | 5,163 | 48.6 | 25.3 | 16.2 | 7.1 | 35.7 | 15.0 | 10.7 | 10.0 | 15.7 |
| 2001–02 | 5,342 | 47.1 | 22.9 | 17.3 | 6.9 | 36.0 | 15.4 | 10.5 | 10.1 | 16.9 |
| Grades K–8³ | | | | | | | | | | |
| 1989–90 | 3,588 | 55.1 | 40.1 | 12.5 | 2.5 | 34.1 | 11.8 | 13.7 | 8.6 | 10.8 |
| 1991–92 | 3,657 | 53.4 | 37.4 | 13.8 | 2.2 | 34.2 | 12.7 | 13.2 | 8.3 | 12.3 |
| 1993–94 | 3,641 | 51.8 | 36.4 | 13.2 | 2.1 | 35.7 | 13.3 | 13.0 | 9.4 | 12.5 |
| 1995–96 | 3,760 | 50.3 | 34.0 | 14.2 | 2.1 | 36.9 | 15.0 | 12.4 | 9.5 | 12.8 |
| 1997–98 | 3,781 | 49.9 | 33.2 | 14.6 | 2.1 | 36.9 | 15.5 | 11.4 | 10.0 | 13.3 |
| 1999–2000 | 3,849 | 48.8 | 31.8 | 14.6 | 2.4 | 37.8 | 15.9 | 11.3 | 10.7 | 13.4 |
| 2001–02 | 3,951 | 47.2 | 28.8 | 16.0 | 2.5 | 38.2 | 16.4 | 11.0 | 10.9 | 14.5 |
| Grades 9–12³ | | | | | | | | | | |
| 1989–90 | 1,126 | 57.2 | 10.2 | 25.0 | 22.0 | 27.0 | 8.7 | 10.9 | 7.4 | 15.8 |
| 1991–92 | 1,126 | 55.5 | 8.6 | 23.6 | 23.3 | 27.2 | 10.0 | 11.0 | 6.2 | 17.2 |
| 1993–94 | 1,102 | 54.0 | 7.4 | 24.2 | 22.4 | 28.3 | 10.6 | 10.8 | 7.0 | 17.7 |
| 1995–96 | 1,160 | 53.3 | 7.8 | 23.7 | 21.8 | 29.4 | 11.7 | 10.5 | 7.2 | 17.3 |
| 1997–98 | 1,181 | 52.4 | 7.3 | 23.3 | 21.8 | 29.8 | 12.2 | 9.9 | 7.6 | 17.8 |
| 1999–2000 | 1,225 | 51.1 | 6.5 | 22.3 | 22.3 | 30.6 | 12.9 | 9.5 | 8.1 | 18.3 |
| 2001–02 | 1,293 | 49.5 | 6.4 | 22.5 | 20.6 | 31.0 | 13.3 | 9.8 | 7.8 | 19.5 |

¹ Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in one of 11 associations: Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools or indicating membership in "other religious school associations." Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

² Nonsectarian schools do not have a religious orientation or purpose.

³ Grades K–8 and 9–12 do not include ungraded students and therefore these two categories do not sum to grades K–12.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Private School Universe Survey (PSS).

SOURCE: Broughman, S.P., and Pugh, K.W. (2004). *Characteristics of Private Schools in the United States: Results from the 2001–2002 Private School Universe Survey* (NCES 2005–305), table 1 and previously unpublished tabulation (December 2004). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years 1989–90 through 2001–02.

Trends in Private School Enrollments

Table 2-2. Private elementary and secondary school enrollment and as a percentage of total enrollment in public and private schools, by region and grade level: Various school years, 1989–90 through 2001–02

| School year and grade level | [Totals in thousands] | | | | | | | | | |
|--------------------------------|-----------------------|-----------------------------|-----------|---------------------------------------|---------|-------------------------------------|-------|-----------------------------------|-------|----------------------------------|
| | Total enrollment | | Northeast | | Midwest | | South | | West | |
| | Total | Percent of total enrollment | Total | Percent of total Northeast enrollment | Total | Percent of total Midwest enrollment | Total | Percent of total South enrollment | Total | Percent of total West enrollment |
| Grades K–12 | | | | | | | | | | |
| 1989–90 | 4,838 | 10.7 | 1,346 | 15.7 | 1,368 | 12.2 | 1,280 | 8.1 | 844 | 8.7 |
| 1991–92 | 4,890 | 10.4 | 1,324 | 15.2 | 1,353 | 11.8 | 1,304 | 8.0 | 909 | 8.7 |
| 1993–94 | 4,836 | 10.0 | 1,276 | 14.3 | 1,309 | 11.3 | 1,386 | 8.2 | 865 | 8.0 |
| 1995–96 | 5,032 | 10.1 | 1,289 | 14.0 | 1,349 | 11.4 | 1,445 | 8.2 | 949 | 8.4 |
| 1997–98 | 5,076 | 9.9 | 1,287 | 13.7 | 1,346 | 11.2 | 1,510 | 8.4 | 933 | 8.0 |
| 1999–2000 | 5,163 | 9.9 | 1,295 | 13.6 | 1,345 | 11.1 | 1,576 | 8.6 | 947 | 7.9 |
| 2001–02 | 5,342 | 10.1 | 1,337 | 13.9 | 1,355 | 11.2 | 1,641 | 8.7 | 1,008 | 8.1 |
| Grades K–8¹ | | | | | | | | | | |
| 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 | 12.8 | 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 |
| 2001–02 | 3,951 | 10.4 | 935 | 13.8 | 1,039 | 12.1 | 1,223 | 8.9 | 754 | 8.5 |
| Grades 9–12¹ | | | | | | | | | | |
| 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 | 6.4 |
| 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 | 8.6 | 375 | 7.5 | 214 | 6.3 |
| 2001–02 | 1,293 | 8.6 | 364 | 13.0 | 302 | 8.6 | 389 | 7.5 | 239 | 6.8 |

¹ Grades K–8 and 9–12 do not include ungraded students and therefore these two categories do not sum to grades K–12.

NOTE: 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 about the Common Core of Data (CCD) and the Private School Universe Survey (PSS).

SOURCE: Broughman, S. P., and Pugh, K. W. (2004). *Characteristics of Private Schools in the United States: Results from the 2001–02 Private School Universe Survey* (NCES 2005–305), tables 1 and 14 and previously unpublished tabulation (December 2004). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years 1989–90 through 2001–02 and Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1989–2001.

Trends in Private School Enrollments

Table 2-3. Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2001–02

| School characteristics | Number (in thousands) | Total | White | Total minority ¹ | | | | |
|------------------------------|--------------------------|--------------|-------------|-----------------------------|--------------------|-------------------------------|------------|------------|
| | | | | Total minority | American Indian | Asian/ Pacific Islander | Black | Hispanic |
| Total | 5,342 | 100.0 | 75.9 | 24.1 | 0.7 | 5.1 | 9.7 | 8.6 |
| NCES private school typology | | | | | | | | |
| Catholic | 2,516 | 47.1 | 74.5 | 25.5 | 0.7 | 4.6 | 8.4 | 11.9 |
| Parochial | 1,222 | 22.9 | 74.2 | 25.8 | 0.6 | 4.5 | 8.6 | 12.1 |
| Diocesan | 925 | 17.3 | 75.2 | 24.8 | 0.7 | 4.5 | 8.3 | 11.3 |
| Private | 369 | 6.9 | 73.4 | 26.6 | 0.8 | 5.5 | 7.9 | 12.5 |
| Other religious ² | 1,925 | 36.0 | 78.7 | 21.3 | 0.7 | 4.5 | 10.6 | 5.5 |
| Conservative Christian | 823 | 15.4 | 76.4 | 23.6 | 0.8 | 4.0 | 11.7 | 7.1 |
| Affiliated | 563 | 10.5 | 81.0 | 19.0 | 0.4 | 5.3 | 8.5 | 4.8 |
| Unaffiliated | 539 | 10.1 | 80.0 | 20.0 | 0.8 | 4.4 | 11.2 | 3.7 |
| Nonsectarian ³ | 901 | 16.9 | 74.0 | 26.0 | 0.8 | 7.8 | 11.5 | 5.8 |
| Regular | 623 | 11.7 | 76.9 | 23.1 | 0.7 | 8.5 | 9.1 | 4.8 |
| Special emphasis | 177 | 3.3 | 71.6 | 28.4 | 1.0 | 8.7 | 12.0 | 6.8 |
| Special education | 101 | 1.9 | 60.8 | 39.3 | 0.8 | 2.1 | 25.7 | 10.6 |
| School level | | | | | | | | |
| Elementary | 2,883 | 54.0 | 74.2 | 25.9 | 0.8 | 4.9 | 10.3 | 9.9 |
| Secondary | 835 | 15.6 | 76.4 | 23.6 | 0.5 | 5.0 | 8.3 | 9.8 |
| Combined | 1,623 | 30.4 | 78.8 | 21.2 | 0.6 | 5.7 | 9.4 | 5.5 |
| Program emphasis | | | | | | | | |
| Regular | 4,933 | 92.4 | 76.5 | 23.5 | 0.7 | 5.0 | 9.2 | 8.6 |
| Montessori | 85 | 1.6 | 70.9 | 29.1 | 1.3 | 10.1 | 10.7 | 7.1 |
| Special program emphasis | 127 | 2.4 | 75.1 | 24.9 | 0.6 | 7.8 | 10.6 | 6.0 |
| Special education | 115 | 2.2 | 60.3 | 39.7 | 0.9 | 1.9 | 26.4 | 10.5 |
| Alternative | 75 | 1.4 | 70.1 | 29.9 | 1.1 | 5.3 | 15.4 | 8.1 |
| Early childhood | 5 | 0.1 | 72.6 | 27.4 | 1.3 | 5.9 | 11.8 | 8.4 |
| Enrollment | | | | | | | | |
| Less than 50 | 232 | 4.3 | 73.6 | 26.4 | 1.4 | 3.2 | 14.9 | 6.9 |
| 50–149 | 765 | 14.3 | 72.1 | 27.9 | 1.1 | 3.9 | 15.1 | 7.8 |
| 150–299 | 1,408 | 26.4 | 71.5 | 28.5 | 0.8 | 4.9 | 12.3 | 10.5 |
| 300–499 | 1,223 | 22.9 | 78.4 | 21.6 | 0.6 | 4.8 | 7.7 | 8.6 |
| 500–749 | 830 | 15.5 | 80.4 | 19.6 | 0.5 | 4.8 | 6.2 | 8.1 |
| 750 or more | 883 | 16.5 | 79.3 | 20.7 | 0.4 | 7.7 | 5.7 | 7.0 |
| Region | | | | | | | | |
| Northeast | 1,337 | 25.0 | 76.0 | 24.0 | 0.6 | 4.0 | 11.6 | 7.8 |
| Midwest | 1,355 | 25.4 | 84.1 | 15.9 | 0.5 | 2.3 | 8.5 | 4.7 |
| South | 1,641 | 30.7 | 77.1 | 22.9 | 0.5 | 3.4 | 11.1 | 7.9 |
| West | 1,008 | 18.9 | 62.9 | 37.1 | 1.3 | 13.1 | 6.8 | 15.8 |

See notes at end of table.

Trends in Private School Enrollments

Table 2-3. Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2001–02
—Continued

| School characteristics | Number (in thousands) | Total | White | Total minority ¹ | | | | |
|-------------------------|--------------------------|-------|-------|-----------------------------|--------------------|-------------------------------|-------|----------|
| | | | | Total minority | American Indian | Asian/ Pacific Islander | Black | Hispanic |
| Community type | | | | | | | | |
| Central city | 2,277 | 42.6 | 68.1 | 31.9 | 0.5 | 6.4 | 13.8 | 11.1 |
| Urban fringe/large town | 2,277 | 42.6 | 79.2 | 20.8 | 0.6 | 4.8 | 7.7 | 7.7 |
| Rural/small town | 788 | 14.8 | 89.1 | 10.9 | 1.4 | 2.3 | 3.8 | 3.4 |

! Interpret with caution (data may not be reliable).

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

² Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in one of 11 associations: Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools or indicating membership in "other religious school associations." Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

³ Nonsectarian schools do not have a religious orientation or purpose.

NOTE: *Supplemental note 1* identifies the states in each region. See *supplemental note 3* for more information about the Private School Universe Survey (PSS).

SOURCE: Broughman, S. P., and Pugh, K. W. (2004). *Characteristics of Private Schools in the United States: Results from the 2001–02 Private School Universe Survey* (NCES 2005–305), tables 4 and 20. Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–02.

Homeschooled Students

Table 3-1. Number and percentage distribution of all school-age children who were homeschooled and homeschooling rate, by selected characteristics: 1999 and 2003

| Characteristic | 1999 | | | 2003 | | |
|-----------------------------------------------|----------------|-------------------------|----------------------------------|------------------|-------------------------|----------------------------------|
| | Number | Percentage distribution | Home-schooling rate ¹ | Number | Percentage distribution | Home-schooling rate ¹ |
| Total | 850,000 | 100.0 | 1.7 | 1,096,000 | 100.0 | 2.2 |
| Homeschooled entirely | 697,000 | 82.0 | 100.0 | 898,000 | 82.0 | 100.0 |
| Homeschooled and enrolled in school part time | 153,000 | 18.0 | 100.0 | 198,000 | 18.0 | 100.0 |
| Enrolled in school less than 9 hours per week | 107,000 | 12.6 | 100.0 | 137,000 | 12.5 | 100.0 |
| Enrolled in school 9–25 hours per week | 46,000 | 5.4 | 100.0 | 61,000 | 5.6 | 100.0 |
| Race/ethnicity ² | | | | | | |
| Black | 84,000 | 9.9 | 1.0 | 103,000 | 9.4 | 1.3 |
| White | 640,000 | 75.3 | 2.0 | 843,000 | 77.0 | 2.7 |
| Other | 49,000 | 5.8 | 1.9 | 91,000 | 8.3 | 3.0 |
| Hispanic | 77,000 | 9.1 | 1.1 | 59,000 | 5.3 | 0.7 |
| Sex | | | | | | |
| Male | 417,000 | 49.0 | 1.6 | 569,000 | 51.9 | 2.2 |
| Female | 434,000 | 51.0 | 1.8 | 527,000 | 48.1 | 2.1 |
| Number of children in the household | | | | | | |
| One child | 120,000 | 14.1 | 1.5 | 110,000 | 10.1 | 1.4 |
| Two children | 207,000 | 24.4 | 1.0 | 306,000 | 28.0 | 1.5 |
| Three or more children | 523,000 | 61.6 | 2.4 | 679,000 | 62.0 | 3.1 |
| Number of parents in the household | | | | | | |
| Two parents | 683,000 | 80.4 | 2.1 | 886,000 | 80.8 | 2.5 |
| One parent | 142,000 | 16.7 | 0.9 | 196,000 | 17.9 | 1.5 |
| Nonparental guardians | 25,000 | 2.9 | 1.4 | 14,000 | 1.3 | 0.9 |
| Parents' participation in the labor force | | | | | | |
| Two parents, one in labor force | 444,000 | 52.2 | 4.6 | 594,000 | 54.2 | 5.6 |
| Two parents, both in labor force | 237,000 | 27.9 | 1.0 | 274,000 | 25.0 | 1.1 |
| One parent in labor force | 98,000 | 11.6 | 0.7 | 174,000 | 15.9 | 1.4 |
| No parent in labor force | 71,000 | 8.3 | 1.9 | 54,000 | 4.9 | 1.8 |
| Household income | | | | | | |
| \$25,000 or less | 262,000 | 30.9 | 1.6 | 283,000 | 25.8 | 2.3 |
| \$25,001–50,000 | 278,000 | 32.7 | 1.8 | 311,000 | 28.4 | 2.4 |
| \$50,001–75,000 | 162,000 | 19.1 | 1.9 | 264,000 | 24.1 | 2.4 |
| \$75,001 or more | 148,000 | 17.4 | 1.5 | 238,000 | 21.7 | 1.7 |
| Parents' education | | | | | | |
| High school diploma or less | 160,000 | 18.9 | 0.9 | 269,000 | 24.5 | 1.7 |
| Some college or vocational/technical | 287,000 | 33.7 | 1.9 | 338,000 | 30.8 | 2.1 |
| Bachelor's degree | 213,000 | 25.1 | 2.6 | 274,000 | 25.0 | 2.8 |
| Graduate/professional degree | 190,000 | 22.3 | 2.3 | 215,000 | 19.6 | 2.5 |

¹The homeschooling rate is the percentage of the total subgroup that is homeschooled. For example, in 2003, 2.2 percent of all males were homeschooled.

²Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic unless specified.

NOTE: Detail may not sum to totals because of rounding. Homeschooled children are those ages 5–17 educated by their parents full or part time who are in a grade equivalent to kindergarten through 12th grade. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness. See *supplemental note 3* for more information about the National Household Education Surveys Program (NHES).

SOURCE: Princiotta, D., Bielik, S., Van Brunt, A., and Chapman, C. (forthcoming). *Homeschooling in the United States: 2003* (NCES 2005–101), tables 1, 2, and 3. Data from U.S. Department of Education, National Center for Education Statistics, Parent Survey of the National Household Education Surveys Program (NHES), 1999 and Parent and Family Involvement in Education Survey of the NHES, 2003.

Homeschooled Students

Table 3-2. Number and percentage of school-age children who were homeschooled, by parents' reasons given as important and most important for homeschooling: 2003

| Reason | Important | | Most important | |
|--------------------------------------------------------------|-----------|----------------------|----------------|-------------------------|
| | Number | Percent ¹ | Number | Percentage distribution |
| A concern about environment of other schools ² | 935,000 | 85.4 | 341,000 | 31.2 |
| A dissatisfaction with academic instruction at other schools | 748,000 | 68.2 | 180,000 | 16.5 |
| A desire to provide religious or moral instruction | 793,000 | 72.3 | 327,000 | 29.8 |
| Child has a physical or mental health problem | 174,000 | 15.9 | 71,000 | 6.5 |
| Child has other special needs | 316,000 | 28.9 | 79,000 | 7.2 |
| Other reasons ³ | 221,000 | 20.1 | 97,000 | 8.8 |

¹ Percentages do not sum to 100 percent because respondents could choose more than one reason.

² Such as safety, drugs, or negative peer pressure.

³ Parents homeschool their children for many reasons that are often unique to their family situation. "Other reasons" parents gave for homeschooling include the following: It was the child's choice, to allow parents more control over what child was learning, and to provide more flexibility.

NOTE: Homeschooled children are those ages 5–17 educated by their parents full or part time who are in a grade equivalent to kindergarten through 12th grade. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the National Household Education Surveys Program (NHES).

SOURCE: Princiotta, D., Bielick, S., Van Brunt, A., and Chapman, C. (forthcoming). *Homeschooling in the United States: 2003* (NCES 2005–101), table 4. Data from U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

Racial/Ethnic Distribution of Public School Students

Table 4-1. Percentage distribution of public school students enrolled in kindergarten through 12th grade, by race/ethnicity: Fall 1972–2003

| Fall of year | White | Minority enrollment | | | |
|--------------|-------|---------------------|-------|----------|-------|
| | | Total | Black | Hispanic | Other |
| 1972 | 77.8 | 22.2 | 14.8 | 6.0 | 1.4 |
| 1973 | 78.1 | 21.9 | 14.7 | 5.7 | 1.4 |
| 1974 | 76.8 | 23.2 | 15.4 | 6.3 | 1.5 |
| 1975 | 76.2 | 23.8 | 15.4 | 6.7 | 1.7 |
| 1976 | 76.2 | 23.8 | 15.5 | 6.5 | 1.7 |
| 1977 | 76.1 | 23.9 | 15.8 | 6.2 | 1.9 |
| 1978 | 75.5 | 24.5 | 16.0 | 6.5 | 2.1 |
| 1979 | — | — | — | — | — |
| 1980 | — | — | — | — | — |
| 1981 | 72.4 | 27.6 | 16.0 | 8.7 | 2.9 |
| 1982 | 71.9 | 28.1 | 16.0 | 8.9 | 3.2 |
| 1983 | 71.3 | 28.7 | 16.1 | 9.2 | 3.4 |
| 1984 | 71.7 | 28.3 | 16.1 | 8.5 | 3.6 |
| 1985 | 69.6 | 30.4 | 16.8 | 10.1 | 3.5 |
| 1986 | 69.1 | 30.9 | 16.6 | 10.8 | 3.6 |
| 1987 | 68.5 | 31.5 | 16.6 | 10.8 | 4.0 |
| 1988 | 68.3 | 31.7 | 16.5 | 11.0 | 4.2 |
| 1989 | 68.0 | 32.0 | 16.6 | 11.4 | 4.0 |
| 1990 | 67.6 | 32.4 | 16.5 | 11.7 | 4.2 |
| 1991 | 67.1 | 32.9 | 16.8 | 11.8 | 4.2 |
| 1992 | 66.8 | 33.3 | 16.9 | 12.1 | 4.3 |
| 1993 | 67.0 | 33.0 | 16.6 | 12.1 | 4.3 |
| 1994 | 65.8 | 34.2 | 16.7 | 13.7 | 3.8 |
| 1995 | 65.5 | 34.5 | 16.9 | 14.1 | 3.5 |
| 1996 | 63.7 | 36.3 | 16.6 | 14.5 | 5.3 |
| 1997 | 63.0 | 37.0 | 16.9 | 14.9 | 5.1 |
| 1998 | 62.4 | 37.6 | 17.2 | 15.4 | 5.1 |
| 1999 | 61.9 | 38.1 | 16.5 | 16.2 | 5.5 |
| 2000 | 61.3 | 38.7 | 16.6 | 16.6 | 5.4 |
| 2001 | 61.3 | 38.7 | 16.5 | 16.6 | 5.6 |
| 2002 | 60.7 | 39.3 | 16.5 | 17.6 | 5.2 |
| 2003 | 58.3 | 41.7 | 16.1 | 18.6 | 7.0 |

— Not available.

NOTE: Detail may not sum to totals because of rounding. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Includes all public school students enrolled in kindergarten through 12th grade. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for more information on the CPS. In 2003, the categories for race changed on the CPS, allowing respondents to select more than one race. Respondents who selected more than one race were placed in the “other” category for the purposes of this analysis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2003, previously unpublished tabulation (December 2004).

Racial/Ethnic Distribution of Public School Students

Table 4-2. Percentage distribution of public school students enrolled in kindergarten through 12th grade, by race/ethnicity and region: Fall 1972–2003

| Fall of year | Northeast | | | | | Midwest | | | | |
|--------------|-----------|---------------------|-------|----------|-------|---------|---------------------|-------|----------|-------|
| | White | Minority enrollment | | | | White | Minority enrollment | | | |
| | | Total | Black | Hispanic | Other | | Total | Black | Hispanic | Other |
| 1972 | 81.4 | 18.6 | 12.4 | 5.5 | 0.7 | 87.5 | 12.5 | 10.6 | 1.5 | 0.3 |
| 1973 | 81.3 | 18.7 | 12.5 | 5.5 | 0.7 | 87.7 | 12.3 | 10.6 | 1.2 | 0.5 |
| 1974 | 81.1 | 18.9 | 12.7 | 5.5 | 0.7 | 86.6 | 13.4 | 11.2 | 1.6 | 0.7 |
| 1975 | 80.0 | 20.0 | 13.3 | 6.1 | 0.7 | 86.2 | 13.8 | 11.7 | 1.6 | 0.5 |
| 1976 | 79.3 | 20.7 | 12.7 | 6.3 | 1.7 | 86.9 | 13.1 | 11.2 | 1.5 | 0.4 |
| 1977 | 80.4 | 19.6 | 12.6 | 5.8 | 1.3 | 85.7 | 14.3 | 11.8 | 1.7 | 0.8 |
| 1978 | 79.9 | 20.1 | 13.6 | 5.7 | 0.8 | 85.9 | 14.1 | 11.2 | 1.7 | 1.2 |
| 1979 | — | — | — | — | — | — | — | — | — | — |
| 1980 | — | — | — | — | — | — | — | — | — | — |
| 1981 | 76.5 | 23.5 | 13.3 | 8.2 | 2.0 | 84.4 | 15.6 | 12.1 | 1.9 | 1.6 |
| 1982 | 76.1 | 23.9 | 13.4 | 8.3 | 2.3 | 84.6 | 15.4 | 11.8 | 1.8 | 1.7 |
| 1983 | 76.3 | 23.7 | 13.8 | 7.9 | 2.0 | 83.6 | 16.4 | 12.5 | 2.1 | 1.8 |
| 1984 | 76.8 | 23.2 | 13.2 | 7.1 | 2.9 | 82.2 | 17.8 | 13.7 | 2.3 | 1.8 |
| 1985 | 74.1 | 25.9 | 13.4 | 10.4 | 2.1 | 79.7 | 20.3 | 14.7 | 3.2 | 2.3 |
| 1986 | 73.8 | 26.2 | 13.3 | 10.7 | 2.2 | 81.8 | 18.2 | 13.0 | 3.4 | 1.8 |
| 1987 | 74.2 | 25.8 | 13.1 | 9.5 | 3.3 | 80.7 | 19.3 | 13.8 | 3.1 | 2.4 |
| 1988 | 74.6 | 25.4 | 13.9 | 8.6 | 2.9 | 79.7 | 20.3 | 14.8 | 3.3 | 2.2 |
| 1989 | 73.8 | 26.2 | 14.1 | 9.1 | 3.0 | 80.5 | 19.5 | 13.8 | 3.4 | 2.2 |
| 1990 | 73.3 | 26.7 | 13.2 | 10.1 | 3.3 | 81.7 | 18.4 | 13.2 | 2.7 | 2.5 |
| 1991 | 72.9 | 27.1 | 14.0 | 9.9 | 3.2 | 81.6 | 18.4 | 13.0 | 2.9 | 2.5 |
| 1992 | 71.9 | 28.1 | 14.7 | 9.8 | 3.6 | 81.5 | 18.5 | 13.2 | 2.7 | 2.6 |
| 1993 | 72.2 | 27.8 | 15.2 | 8.8 | 3.8 | 80.8 | 19.2 | 13.4 | 3.6 | 2.2 |
| 1994 | 72.3 | 27.7 | 13.8 | 10.8 | 3.1 | 78.1 | 21.9 | 14.9 | 4.7 | 2.3 |
| 1995 | 70.7 | 29.3 | 14.7 | 11.6 | 2.9 | 79.3 | 20.7 | 13.9 | 4.5 | 2.3 |
| 1996 | 68.2 | 31.8 | 15.9 | 12.1 | 3.7 | 79.9 | 20.1 | 12.8 | 4.4 | 2.9 |
| 1997 | 67.7 | 32.3 | 16.1 | 12.3 | 3.8 | 79.3 | 20.7 | 13.3 | 4.5 | 2.9 |
| 1998 | 67.9 | 32.1 | 14.9 | 13.4 | 3.7 | 78.4 | 21.6 | 13.4 | 4.9 | 3.3 |
| 1999 | 68.2 | 31.8 | 14.1 | 13.0 | 4.7 | 76.0 | 24.0 | 14.1 | 5.9 | 4.0 |
| 2000 | 68.1 | 31.9 | 15.5 | 11.4 | 5.0 | 76.3 | 23.7 | 15.3 | 5.5 | 2.8 |
| 2001 | 67.6 | 32.4 | 15.2 | 12.2 | 5.1 | 77.2 | 22.8 | 14.8 | 4.8 | 3.2 |
| 2002 | 67.9 | 32.1 | 15.1 | 13.1 | 4.0 | 75.5 | 24.5 | 14.5 | 6.4 | 3.6 |
| 2003 | 64.8 | 35.2 | 16.0 | 13.7 | 5.4 | 74.4 | 25.6 | 14.2 | 6.4 | 5.0 |

See notes at end of table.

Racial/Ethnic Distribution of Public School Students

Table 4-2. Percentage distribution of public school students enrolled in kindergarten through 12th grade, by race/ethnicity and region: Fall 1972–2003
—Continued

| Fall of year | South | | | | | West | | | | |
|--------------|-------|-------|-------|----------|-------|-------|-------|-------|----------|-------|
| | White | Total | Black | Hispanic | Other | White | Total | Black | Hispanic | Other |
| 1972 | 69.7 | 30.3 | 24.8 | 5.0 | 0.5 | 72.8 | 27.2 | 6.4 | 15.3 | 5.5 |
| 1973 | 69.6 | 30.4 | 24.8 | 5.0 | 0.6 | 74.1 | 25.9 | 6.2 | 14.4 | 5.2 |
| 1974 | 67.8 | 32.2 | 25.6 | 6.1 | 0.5 | 72.7 | 27.3 | 6.8 | 14.9 | 5.6 |
| 1975 | 67.4 | 32.6 | 25.2 | 6.6 | 0.7 | 72.0 | 28.0 | 7.0 | 14.8 | 6.3 |
| 1976 | 67.1 | 32.9 | 25.7 | 6.3 | 0.9 | 72.9 | 27.1 | 7.1 | 14.8 | 5.2 |
| 1977 | 67.5 | 32.5 | 26.3 | 5.5 | 0.6 | 72.2 | 27.8 | 6.7 | 14.8 | 6.3 |
| 1978 | 66.4 | 33.6 | 26.3 | 6.2 | 1.1 | 71.4 | 28.6 | 6.8 | 15.2 | 6.6 |
| 1979 | — | — | — | — | — | — | — | — | — | — |
| 1980 | — | — | — | — | — | — | — | — | — | — |
| 1981 | 64.1 | 35.9 | 25.9 | 8.5 | 1.4 | 66.5 | 33.5 | 6.8 | 18.5 | 8.1 |
| 1982 | 64.1 | 35.9 | 26.9 | 7.9 | 1.1 | 65.2 | 34.8 | 5.4 | 19.9 | 9.5 |
| 1983 | 63.9 | 36.1 | 26.0 | 8.6 | 1.5 | 63.9 | 36.1 | 5.5 | 20.4 | 10.3 |
| 1984 | 66.0 | 34.0 | 24.7 | 7.5 | 1.8 | 63.8 | 36.2 | 6.8 | 19.6 | 9.8 |
| 1985 | 63.4 | 36.6 | 25.9 | 8.8 | 2.0 | 64.1 | 35.9 | 6.4 | 20.6 | 8.9 |
| 1986 | 62.2 | 37.8 | 26.6 | 9.0 | 2.2 | 62.5 | 37.5 | 6.1 | 22.0 | 9.4 |
| 1987 | 61.9 | 38.1 | 26.3 | 9.6 | 2.2 | 60.3 | 39.7 | 7.1 | 22.9 | 9.7 |
| 1988 | 62.2 | 37.8 | 25.0 | 10.5 | 2.3 | 60.3 | 39.7 | 6.5 | 22.7 | 10.5 |
| 1989 | 61.7 | 38.3 | 26.1 | 9.9 | 2.4 | 59.4 | 40.6 | 6.1 | 24.9 | 9.6 |
| 1990 | 59.9 | 40.1 | 27.4 | 10.6 | 2.1 | 59.0 | 41.0 | 5.5 | 25.1 | 10.4 |
| 1991 | 59.5 | 40.5 | 27.7 | 10.3 | 2.5 | 59.0 | 41.0 | 5.8 | 25.5 | 9.7 |
| 1992 | 59.5 | 40.5 | 27.2 | 10.5 | 2.7 | 58.5 | 41.5 | 5.8 | 26.3 | 9.3 |
| 1993 | 60.1 | 39.9 | 26.4 | 10.7 | 2.8 | 58.7 | 41.3 | 6.1 | 25.9 | 9.3 |
| 1994 | 59.2 | 40.8 | 26.2 | 12.4 | 2.2 | 58.4 | 41.6 | 5.7 | 27.5 | 8.5 |
| 1995 | 59.0 | 41.0 | 27.0 | 12.1 | 1.8 | 57.0 | 43.0 | 5.5 | 29.6 | 7.9 |
| 1996 | 57.7 | 42.3 | 26.9 | 12.6 | 2.8 | 52.8 | 47.2 | 5.2 | 29.4 | 12.6 |
| 1997 | 57.0 | 43.0 | 27.0 | 13.4 | 2.6 | 52.1 | 47.9 | 6.5 | 29.4 | 12.1 |
| 1998 | 56.0 | 44.0 | 28.1 | 13.1 | 2.9 | 51.9 | 48.1 | 6.8 | 30.1 | 11.2 |
| 1999 | 55.3 | 44.7 | 26.9 | 14.8 | 3.0 | 52.7 | 47.3 | 5.7 | 30.6 | 11.0 |
| 2000 | 55.1 | 44.9 | 25.6 | 16.0 | 3.2 | 51.1 | 48.9 | 5.9 | 31.6 | 11.4 |
| 2001 | 55.6 | 44.4 | 25.6 | 15.6 | 3.3 | 49.9 | 50.1 | 6.1 | 32.5 | 11.4 |
| 2002 | 54.2 | 45.8 | 26.2 | 16.6 | 2.9 | 51.0 | 49.0 | 5.8 | 32.6 | 10.6 |
| 2003 | 53.6 | 46.4 | 24.8 | 16.9 | 4.6 | 45.9 | 54.1 | 5.2 | 35.5 | 13.4 |

— Not available.

NOTE: Detail may not sum to totals because of rounding. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Includes all public school students enrolled in kindergarten through 12th grade. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for more information on the CPS. In 2003, the categories for race changed on the CPS, allowing respondents to select more than one race. Respondents who selected more than one race were placed in the “other” category for the purposes of this analysis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2003, previously unpublished tabulation (December 2004).

Language Minority School-Age Children

Table 5-1. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty: Various years, 1979–2003

| Year | Total population ages 5–17 (in millions) | Spoke a language other than English at home | | Spoke English with difficulty ¹ | | |
|---------------------------------------------|------------------------------------------|---------------------------------------------|-----------------------------|--------------------------------------------|-----------------------------|------------------------------------------------------------------|
| | | Number (in millions) | Percent of total population | Number (in millions) | Percent of total population | Percent of those who spoke a language other than English at home |
| 1979 | 44.7 | 3.8 | 8.5 | 1.3 | 2.8 | 34.2 |
| 1989 | 42.3 | 5.2 | 12.3 | 1.8 | 4.3 | 34.6 |
| 1992 | 47.7 | 6.3 | 13.2 | 2.2 | 4.6 | 34.9 |
| 1995 | 47.5 | 6.7 | 14.1 | 2.4 | 5.2 | 35.8 |
| 1999 | 52.7 | 8.8 | 16.7 | 2.6 | 5.0 | 29.5 |
| 2000 | 52.5 | 9.5 | 18.1 | 2.9 | 5.5 | 30.5 |
| 2001 | 53.0 | 9.8 | 18.5 | 2.8 | 5.4 | 28.6 |
| 2002 | 53.0 | 9.8 | 18.5 | 2.8 | 5.3 | 28.6 |
| 2003 | 53.0 | 9.9 | 18.7 | 2.9 | 5.5 | 29.4 |
| Percentage change compared with 1979 | | | | | | |
| 1979 | † | † | † | † | † | † |
| 1989 | -5.4 | 36.8 | 44.7 | 38.5 | 53.6 | 1.2 |
| 1992 | 6.8 | 65.8 | 55.3 | 69.2 | 64.3 | 2.1 |
| 1995 | 6.3 | 76.3 | 65.9 | 84.6 | 85.7 | 4.7 |
| 1999 | 17.9 | 131.6 | 96.5 | 100.0 | 78.6 | -13.6 |
| 2000 | 17.4 | 150.0 | 112.9 | 123.1 | 96.4 | -10.8 |
| 2001 | 18.5 | 157.9 | 117.6 | 115.4 | 92.9 | -16.5 |
| 2002 | 18.5 | 157.9 | 117.6 | 115.4 | 89.3 | -16.5 |
| 2003 | 18.6 | 160.8 | 119.9 | 124.3 | 96.4 | -14.0 |

† Not applicable.

¹ Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English.

NOTE: Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. In 1994, the survey methodology for the CPS was changed and weights were adjusted. For more information on the CPS, see *supplemental note 2*, and for more information on the ACS, see *supplemental note 3*.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement and American Community Survey (ACS), 2000–2003, previously unpublished tabulation (January 2005).

Language Minority School-Age Children

Table 5-2. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by selected characteristics: 2003

| Characteristic | [In thousands] | | | | | | | | |
|-------------------------------------|---------------------------------------------|--------------|------------------------------------|--------------------------------------------|------------|------------------------------------|------------|------------------------------------|------------|
| | Spoke a language other than English at home | | | Spoke English with difficulty ¹ | | | | | |
| | Number | Number | Percent of population ² | Total | | Ages 5–9 | | Ages 10–17 | |
| | | | Number | Percent of population ² | Number | Percent of population ² | Number | Percent of population ² | |
| Total | 53,023 | 9,911 | 18.7 | 2,915 | 5.5 | 1,431 | 7.2 | 1,485 | 4.5 |
| Language spoken at home | | | | | | | | | |
| Spanish | 7,070 | 7,070 | 100.0 | 2,180 | 30.8 | 1,103 | 39.9 | 1,078 | 25.0 |
| Other Indo-European | 1,107 | 1,107 | 100.0 | 283 | 25.6 | 116 | 30.7 | 167 | 22.9 |
| Asian/Pacific Islander ³ | 1,566 | 1,566 | 100.0 | 428 | 27.3 | 200 | 34.3 | 229 | 23.2 |
| Other | 126 | 126 | 100.0 | 16 | 12.8 | 7 | 15.8 | 9 | 11.1 |
| Race/ethnicity ⁴ | | | | | | | | | |
| American Indian | 413 | 78 | 18.8 | 10 | 2.4 | 4 | 2.6 | 6 | 2.3 |
| Asian/Pacific Islander | 1,904 | 1,232 | 64.7 | 347 | 18.2 | 166 | 23.2 | 181 | 15.2 |
| Black | 7,835 | 404 | 5.2 | 105 | 1.3 | 37 | 1.3 | 68 | 1.4 |
| White | 32,008 | 1,648 | 5.1 | 436 | 1.4 | 159 | 1.4 | 277 | 1.4 |
| Hispanic | 9,413 | 6,367 | 67.6 | 1,980 | 21.0 | 1,049 | 27.3 | 932 | 16.7 |
| Mexican | 6,417 | 4,446 | 69.3 | 1,490 | 23.2 | 820 | 30.9 | 669 | 17.8 |
| Puerto Rican | 920 | 505 | 54.9 | 97 | 10.5 | 41 | 11.3 | 55 | 10.0 |
| Cuban | 203 | 144 | 71.0 | 30 | 14.7 | 17 | 22.0 | 13 | 10.3 |
| Central or South American | 1,137 | 947 | 83.3 | 288 | 25.3 | 133 | 29.4 | 155 | 22.7 |
| Other | 736 | 325 | 44.2 | 76 | 10.4 | 37 | 12.4 | 39 | 9.0 |
| Citizenship ⁵ | | | | | | | | | |
| U.S.-born | 50,367 | 7,665 | 15.2 | 1,899 | 3.8 | 1,060 | 5.6 | 839 | 2.7 |
| Naturalized U.S. citizen | 461 | 293 | 63.6 | 74 | 16.1 | 16 | 18.0 | 58 | 15.6 |
| Non-U.S. citizen | 2,194 | 1,953 | 89.0 | 942 | 42.9 | 355 | 54.6 | 588 | 38.0 |
| Poverty status ⁶ | | | | | | | | | |
| Poor | 7,944 | 2,283 | 28.7 | 871 | 11.0 | 450 | 13.7 | 422 | 9.0 |
| Near poor | 11,064 | 3,049 | 27.6 | 968 | 8.8 | 497 | 11.4 | 471 | 7.0 |
| Nonpoor | 32,506 | 4,270 | 13.1 | 952 | 2.9 | 423 | 3.7 | 529 | 2.5 |
| Region | | | | | | | | | |
| Northeast | 9,422 | 1,792 | 19.0 | 523 | 5.5 | 231 | 6.6 | 291 | 4.9 |
| Midwest | 19,032 | 3,032 | 15.9 | 909 | 4.8 | 447 | 6.3 | 463 | 3.9 |
| South | 11,974 | 1,183 | 9.9 | 388 | 3.2 | 189 | 4.2 | 199 | 2.6 |
| West | 12,595 | 3,904 | 31.0 | 1,095 | 8.7 | 563 | 11.9 | 532 | 6.8 |

¹ Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English.

² Percentage of the total population for that particular subgroup. For example, 18.8 percent of all American Indians spoke a language other than English at home and 2.4 percent of all American Indians spoke a language other than English at home and spoke English with difficulty.

³ Any native language spoken by Asian or Pacific Islanders, which linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

⁴ American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

⁵ U.S.-born includes all children born in Puerto Rico or other U.S. territories and those born outside of the United States to American citizens.

⁶ “Near-poor” is defined as 100–199 percent of the poverty level, and “nonpoor” is defined as at least twice the poverty level. See *supplemental note 1* for more information on poverty.

NOTE: Detail may not sum to totals because of rounding. A Spanish-language version of the American Community Survey (ACS) was available to respondents. For more information on the ACS, see *supplemental note 3*. For the states in each region, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Bureau of the Census, American Community Survey (ACS), 2003, previously unpublished tabulation (January 2005).

Children With Selected Disabilities in Public Schools

Table 6-1. Number, percentage distribution, and percentage of children in kindergarten through grade 12 in public schools who were classified as having mental retardation, emotional disturbance, and specific learning disability, and who were served under the Individuals with Disabilities Education Act (IDEA), by sex and race/ethnicity: 2000

| Sex and race/ethnicity | Total ¹ | | | Mental retardation ² | | |
|-----------------------------|------------------------------------|----------------------|--------------------------------------|-------------------------------------------|----------------------|--------------------------------------|
| | Number | Percent distribution | Percent of all students ³ | Number | Percent distribution | Percent of all students ³ |
| Total | 3,908,226 | 100.0 | 8.4 | 647,016 | 100.0 | 1.4 |
| Sex | | | | | | |
| Male | 2,621,321 | 67.1 | 11.0 | 376,944 | 58.3 | 1.6 |
| Female | 1,286,905 | 32.9 | 5.7 | 270,072 | 41.7 | 1.2 |
| Race/ethnicity ⁴ | | | | | | |
| American Indian | 54,282 | 1.4 | 10.1 | 7,537 | 1.2 | 1.4 |
| Asian/Pacific Islander | 61,206 | 1.6 | 3.2 | 11,579 | 1.8 | 0.6 |
| Black | 853,669 | 21.8 | 10.9 | 216,131 | 33.4 | 2.7 |
| White | 2,356,123 | 60.3 | 8.3 | 343,098 | 53.0 | 1.2 |
| Hispanic | 582,946 | 14.9 | 7.8 | 68,671 | 10.6 | 0.9 |
| | | | | | | |
| Sex and race/ethnicity | Emotional disturbance ⁵ | | | Specific learning disability ⁶ | | |
| | Number | Percent distribution | Percent of all students ³ | Number | Percent distribution | Percent of all students ³ |
| Total | 437,585 | 100.0 | 0.9 | 2,823,625 | 100.0 | 6.1 |
| Sex | | | | | | |
| Male | 341,233 | 78.0 | 1.4 | 1,903,144 | 67.4 | 8.0 |
| Female | 96,352 | 22.0 | 0.4 | 920,481 | 32.6 | 4.1 |
| Race/ethnicity ⁴ | | | | | | |
| American Indian | 5,480 | 1.3 | 1.0 | 41,265 | 1.5 | 7.7 |
| Asian/Pacific Islander | 5,197 | 1.2 | 0.3 | 44,430 | 1.6 | 2.3 |
| Black | 119,894 | 27.4 | 1.5 | 517,644 | 18.3 | 6.6 |
| White | 268,009 | 61.2 | 0.9 | 1,745,016 | 61.8 | 6.1 |
| Hispanic | 39,006 | 8.9 | 0.5 | 475,269 | 16.8 | 6.4 |

¹ Total is the sum of children classified with mental retardation, emotional disturbances, and specific learning disabilities.

² Mental retardation refers to significantly subaverage intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a child's educational performance. Includes children classified with mild, moderate, and severe mental retardation.

³ Percent of all students uses the total population from the subgroup row as the denominator. For example, 11.0 percent of all males are classified as disabled.

⁴ American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Black and White categories exclude Hispanic origin.

⁵ Emotional disturbance includes an unexplainable inability to learn, an inability to build or maintain interpersonal relationships, inappropriate behavior under normal circumstances, a general pervasive mood of unhappiness or depression, and a tendency to develop physical symptoms or fears associated with personal or school problems.

⁶ Specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

NOTE: Detail may not sum to totals because of rounding. Schools reported on the number of children in each category of disability receiving services under the Individuals with Disabilities in Education Act (IDEA) at that school, regardless of whether they are residents or nonresidents in the school district. Additional categories of disability were not collected by this survey and thus were not included in this analysis. Does not include prekindergarten or preschool children. See *supplemental note 7* for definitions of disability categories. For information on the Elementary and Secondary School Survey, see *supplemental note 3*.

SOURCE: U.S. Department of Education, Office for Civil Rights (OCR), 2000 Elementary and Secondary School Survey. Retrieved November 16, 2004, from <http://205.207.175.84/ocr2000r/>.

Past and Projected Undergraduate Enrollments

Table 7-1. Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, attendance status, and type of institution, with projections: Fall 1970–2014

| Year | [In thousands] | | | | | | |
|------|----------------|-------|--------|------------------------------|-----------|---------------------|--------|
| | 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 | 5,948 | 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 | 6,441 | 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 |
| 2002 | 14,257 | 6,192 | 8,065 | 8,734 | 5,523 | 7,728 | 6,529 |
| | | | | Projected¹ | | | |
| 2003 | 14,459 | 6,215 | 8,243 | 8,874 | 5,584 | 7,946 | 6,513 |
| 2004 | 14,628 | 6,228 | 8,400 | 9,010 | 5,618 | 8,045 | 6,583 |
| 2005 | 14,845 | 6,302 | 8,543 | 9,162 | 5,683 | 8,176 | 6,670 |
| 2006 | 15,115 | 6,394 | 8,721 | 9,356 | 5,759 | 8,335 | 6,780 |
| 2007 | 15,385 | 6,489 | 8,896 | 9,555 | 5,830 | 8,495 | 6,891 |
| 2008 | 15,715 | 6,603 | 9,112 | 9,800 | 5,915 | 8,692 | 7,023 |
| 2009 | 15,973 | 6,699 | 9,274 | 9,996 | 5,977 | 8,852 | 7,121 |
| 2010 | 16,125 | 6,759 | 9,366 | 10,110 | 6,015 | 8,954 | 7,171 |
| 2011 | 16,247 | 6,804 | 9,444 | 10,186 | 6,061 | 9,030 | 7,217 |
| 2012 | 16,359 | 6,840 | 9,519 | 10,237 | 6,122 | 9,088 | 7,271 |
| 2013 | 16,466 | 6,871 | 9,595 | 10,278 | 6,188 | 9,137 | 7,329 |
| 2014 | 16,593 | 6,902 | 9,690 | 10,333 | 6,259 | 9,195 | 7,398 |

¹Projections based on data through 2000 and middle alternative assumptions concerning the economy. See NCES 2005–065 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 2001–083, appendix E for more information. See *supplemental note 3* for more information on the International Postsecondary Education Data System (IPEDS). See *supplemental note 8* for more information about classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics 2004* (NCES 2005–079), tables 175 and 189 and Hussar, W. (forthcoming) *Projections of Education Statistics to 2014* (NCES 2005–065), 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 1987–2002 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS–EF:87–02).

Children's Skills and Proficiency in Reading and Mathematics Through Grade 3

Table 8-1. Percentage of first-time kindergartners in fall 1998 who demonstrated specific reading knowledge and skills, by grade level and selected characteristics: 1998–2002

| Characteristic | Ending sounds | | | | Sight words | | | | Words in context | | | |
|----------------------------------|---------------------|-------------|-------------|-------------------------|---------------------|-------------|-------------|-------------------------|-----------------------|-------------|-------------|-------------------------|
| | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ |
| Total | 50.8 | 92.9 | 99.8 | 49.0 | 14.9 | 77.2 | 98.9 | 84.0 | 3.8 | 45.6 | 94.8 | 91.0 |
| Sex | | | | | | | | | | | | |
| Male | 47.7 | 91.4 | 99.8 | 52.1 | 13.6 | 73.5 | 98.5 | 84.9 | 3.6 | 41.8 | 93.2 | 89.6 |
| Female | 54.0 | 94.6 | 99.9 | 45.9 | 16.2 | 81.1 | 99.3 | 83.1 | 4.0 | 49.6 | 96.5 | 92.5 |
| Difference ² | -6.3 | -3.2 | -0.1 | 6.2 | -2.6 | -7.6 | -0.8 | 1.8 | -0.4 | -7.8 | -3.3 | -2.9 |
| Race/ethnicity ³ | | | | | | | | | | | | |
| Asian/Pacific Islander | 58.7 | 95.5 | 99.9 | 41.2 | 24.9 | 82.5 | 99.4 | 74.5 | 8.1 | 56.9 | 98.0 | 89.9 |
| Black | 38.1 | 88.0 | 99.6 | 61.5 | 9.5 | 66.1 | 97.6 | 88.1 | 1.8 | 32.7 | 89.9 | 88.1 |
| White | 55.8 | 94.6 | 99.9 | 44.1 | 16.9 | 81.3 | 99.4 | 82.5 | 4.5 | 50.3 | 96.6 | 92.1 |
| Other | 41.4 | 87.1 | 99.5 | 58.1 | 11.1 | 67.3 | 97.2 | 86.1 | 3.6 | 34.7 | 89.6 | 86.0 |
| Hispanic | 43.6 | 92.4 | 99.8 | 56.2 | 10.7 | 73.7 | 98.8 | 88.1 | 1.9 | 40.2 | 93.3 | 91.4 |
| Family risk factors ⁴ | | | | | | | | | | | | |
| Zero | 58.1 | 95.7 | 99.9 | 41.8 | 18.8 | 83.3 | 99.6 | 80.8 | 5.1 | 53.1 | 97.5 | 92.4 |
| One | 43.9 | 90.3 | 99.7 | 55.8 | 10.7 | 72.0 | 98.5 | 87.8 | 2.2 | 39.0 | 92.9 | 90.7 |
| Two or more | 31.4 | 85.6 | 99.5 | 68.1 | 5.2 | 60.2 | 96.9 | 91.7 | 0.8 | 25.0 | 86.5 | 85.7 |
| Difference ² | 26.7 | 10.1 | 0.4 | -26.3 | 13.6 | 23.1 | 2.7 | -10.9 | 4.3 | 28.1 | 11.0 | 6.7 |
| | | | | | | | | | | | | |
| Characteristic | Literal inference | | | | Derive meaning | | | | Interpret beyond text | | | |
| | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ |
| Total | 0.9 | 15.5 | 78.3 | 77.4 | 0.2 | 3.9 | 46.3 | 46.1 | 0.1 | 2.6 | 28.9 | 28.8 |
| Sex | | | | | | | | | | | | |
| Male | 0.9 | 14.4 | 75.6 | 74.7 | 0.2 | 3.8 | 43.1 | 42.9 | 0.1 | 2.5 | 26.6 | 26.5 |
| Female | 0.9 | 16.6 | 81.2 | 80.3 | 0.2 | 4.0 | 49.5 | 49.3 | 0.1 | 2.6 | 31.2 | 31.1 |
| Difference ² | # | -2.2 | -5.6 | -5.6 | # | -0.2 | -6.4 | -6.4 | # | -0.1 | -4.6 | -4.6 |
| Race/ethnicity ³ | | | | | | | | | | | | |
| Asian/Pacific Islander | 1.9 | 24.0 | 82.1 | 80.2 | 0.3 | 6.4 | 48.0 | 47.7 | 0.3 | 3.9 | 30.6 | 30.3 |
| Black | 0.1 | 7.6 | 63.4 | 63.3 | # | 1.3 | 27.1 | 27.1 | # | 1.0 | 15.4 | 15.4 |
| White | 1.1 | 18.4 | 83.6 | 82.5 | 0.2 | 4.8 | 53.3 | 53.1 | 0.2 | 3.1 | 33.8 | 33.6 |
| Other | 1.2 | 11.4 | 67.1 | 65.9 | 0.2 | 3.5 | 34.5 | 34.3 | 0.1 | 2.3 | 21.4 | 21.3 |
| Hispanic | 0.4 | 11.2 | 73.8 | 73.4 | 0.1 | 2.2 | 38.6 | 38.5 | 0.1 | 1.6 | 23.1 | 23.0 |
| Family risk factors ⁴ | | | | | | | | | | | | |
| Zero | 1.2 | 19.6 | 85.3 | 84.1 | 0.2 | 5.1 | 54.3 | 54.1 | 0.2 | 3.3 | 34.3 | 34.1 |
| One | 0.4 | 11.4 | 73.4 | 73.0 | 0.1 | 2.4 | 39.0 | 38.9 | 0.1 | 1.7 | 23.6 | 23.5 |
| Two or more | 0.3 | 5.1 | 56.8 | 56.5 | # | 1.2 | 23.9 | 23.9 | # | 0.9 | 14.1 | 14.1 |
| Difference ² | 0.9 | 14.5 | 28.5 | 27.6 | 0.2 | 3.9 | 30.4 | 30.2 | 0.2 | 2.4 | 20.2 | 20.0 |

Rounds to zero.

¹ The difference is calculated by subtracting the percentage proficient in spring of kindergarten from the percentage proficient in spring of grade 3.

² The difference is calculated by subtracting the percentage of females who are proficient from the percentage of males and by subtracting the percentage proficient with two or more family risk factors from the percentage proficient with zero family risk factors, respectively.

³ Black includes African American and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified.

⁴ Family risk factors include living below the federal poverty level, primary home language was non-English, mother's highest education was less than a high school diploma/GED, and living in single-parent household, as measured in kindergarten. Values range from zero to four. See *supplemental note 1* for more information on mother's education and poverty.

NOTE: 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 assessment was not administered in 2001, when most of the children were in 2nd grade. Although most of the sample was in 3rd grade in 2002, 10 percent were in 2nd grade and 1 percent were enrolled in other grades. See *supplemental note 3* for more information on the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K).

SOURCE: Rathbun, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), table A-9 and previously unpublished tabulation (November 2004). Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use Data File and Third Grade Restricted-Use Data File.

Children's Skills and Proficiency in Reading and Mathematics Through Grade 3

Table 8-2. Percentage of first-time kindergartners in fall 1998 who demonstrated specific mathematics knowledge and skills, by grade level and selected characteristics: 1998–2002

| Characteristic | Ordinality and sequence | | | | Addition and subtraction | | | | Multiplication and division | | | |
|----------------------------------|-------------------------|-------------|-------------|-------------------------|--------------------------|-------------|-------------|-------------------------|-----------------------------|-------------|-------------|-------------------------|
| | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ |
| Total | 56.3 | 94.6 | 99.9 | 43.6 | 17.3 | 72.5 | 97.0 | 79.7 | 1.7 | 24.6 | 78.3 | 76.6 |
| Sex | | | | | | | | | | | | |
| Male | 56.1 | 94.0 | 99.9 | 43.8 | 18.1 | 72.1 | 97.0 | 78.9 | 2.3 | 26.8 | 79.4 | 77.1 |
| Female | 56.5 | 95.2 | 99.9 | 43.4 | 16.5 | 72.8 | 97.0 | 80.5 | 1.1 | 22.4 | 77.1 | 76.0 |
| <i>Difference²</i> | <i>-0.4</i> | <i>-1.2</i> | <i>#</i> | <i>0.4</i> | <i>1.6</i> | <i>-0.7</i> | <i>#</i> | <i>-1.6</i> | <i>1.2</i> | <i>4.4</i> | <i>2.3</i> | <i>1.1</i> |
| Race/ethnicity ³ | | | | | | | | | | | | |
| Asian/Pacific Islander | 61.8 | 96.4 | 99.9 | 38.1 | 22.8 | 74.5 | 97.8 | 75.0 | 2.9 | 25.2 | 82.6 | 79.7 |
| Black | 37.2 | 88.7 | 99.8 | 62.6 | 7.4 | 56.2 | 93.2 | 85.8 | 0.3 | 9.6 | 58.5 | 58.2 |
| White | 63.7 | 96.2 | 99.9 | 36.2 | 21.3 | 78.0 | 98.0 | 76.7 | 2.3 | 30.3 | 84.3 | 82.0 |
| Other | 45.9 | 92.1 | 99.9 | 54.0 | 11.3 | 63.8 | 95.2 | 83.9 | 1.0 | 17.9 | 70.2 | 69.2 |
| Hispanic | 46.3 | 94.5 | 99.9 | 53.6 | 11.2 | 68.1 | 97.3 | 86.1 | 0.7 | 17.7 | 75.4 | 74.7 |
| Family risk factors ⁴ | | | | | | | | | | | | |
| Zero | 65.0 | 97.1 | 100.0 | 35.0 | 21.8 | 78.9 | 98.3 | 76.5 | 2.3 | 30.4 | 84.9 | 82.6 |
| One | 48.1 | 91.6 | 99.9 | 51.8 | 12.3 | 65.4 | 95.9 | 83.6 | 0.9 | 18.2 | 71.6 | 70.7 |
| Two or more | 32.8 | 88.6 | 99.8 | 67.0 | 6.3 | 56.6 | 93.2 | 86.9 | 0.5 | 10.5 | 60.8 | 60.3 |
| <i>Difference²</i> | <i>32.2</i> | <i>8.5</i> | <i>0.2</i> | <i>-32.0</i> | <i>15.5</i> | <i>22.3</i> | <i>5.1</i> | <i>-10.4</i> | <i>1.8</i> | <i>19.9</i> | <i>24.1</i> | <i>22.3</i> |
| Place value | | | | | | | | | | | | |
| Characteristic | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ | Rate and measurement | | | | | | | |
| | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ | Spring kindergarten | Spring 1st | Spring 3rd | Difference ¹ | | | | |
| Total | 0.1 | 3.2 | 42.3 | 42.2 | # | 0.3 | 15.6 | 15.6 | | | | |
| Sex | | | | | | | | | | | | |
| Male | 0.2 | 4.1 | 46.3 | 46.1 | # | 0.3 | 19.0 | 19.0 | | | | |
| Female | # | 2.3 | 38.3 | 38.3 | # | 0.2 | 12.2 | 12.2 | | | | |
| <i>Difference²</i> | <i>0.2</i> | <i>1.8</i> | <i>8.0</i> | <i>7.8</i> | <i>#</i> | <i>0.1</i> | <i>6.8</i> | <i>6.8</i> | | | | |
| Race/ethnicity ³ | | | | | | | | | | | | |
| Asian/Pacific Islander | 0.1 | 4.1 | 49.3 | 49.2 | # | 0.3 | 21.9 | 21.9 | | | | |
| Black | # | 0.6 | 20.1 | 20.1 | # | # | 5.1 | 5.1 | | | | |
| White | 0.1 | 4.3 | 49.7 | 49.6 | # | 0.4 | 19.3 | 19.3 | | | | |
| Other | 0.1 | 1.8 | 33.6 | 33.5 | # | 0.1 | 10.7 | 10.7 | | | | |
| Hispanic | # | 1.4 | 35.3 | 35.3 | # | 0.1 | 11.0 | 11.0 | | | | |
| Family risk factors ⁴ | | | | | | | | | | | | |
| Zero | 0.1 | 4.2 | 50.3 | 50.2 | # | 0.4 | 19.8 | 19.8 | | | | |
| One | # | 2.0 | 34.4 | 34.4 | # | 0.1 | 11.4 | 11.4 | | | | |
| Two or more | # | 0.9 | 21.5 | 21.5 | # | 0.1 | 4.9 | 4.9 | | | | |
| <i>Difference²</i> | <i>0.1</i> | <i>3.3</i> | <i>28.8</i> | <i>28.7</i> | <i>#</i> | <i>0.3</i> | <i>14.9</i> | <i>#</i> | | | | |

Rounds to zero.

¹ The difference is calculated by subtracting the percentage proficient in spring of kindergarten from the percentage proficient in spring of grade 3.

² The difference is calculated by subtracting the percentage of females who are proficient from the percentage of males and by subtracting the percentage proficient with two or more family risk factors from the percentage proficient with zero family risk factors, respectively.

³ Black includes African American and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified.

⁴ Family risk factors include living below the federal poverty level, primary home language was non-English, mother's highest education was less than a high school diploma/GED, and living in single-parent household, as measured in kindergarten. Values range from zero to four. See *supplemental note 1* for more information on mother's education and poverty.

NOTE: 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 assessment was not administered in 2001, when most of the children were in 2nd grade. Although most of the sample was in 3rd grade in 2002, 10 percent were in 2nd grade and 1 percent were enrolled in other grades. See *supplemental note 3* for more information on the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K).

SOURCE: Rathbun, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), table A-11 and previously unpublished tabulation (November 2004). Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use Data File and Third Grade Restricted-Use Data File.

Reading Performance of Students in Grades 4 and 8

Table 9-1. Average reading 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 score | | | | | | | |
| Grade 4 | 217 | 214* | 217 | 215* | 217 | 213* | 219 | 218 |
| Standard deviation ² | 36* | 41* | 38 | 39* | 40* | 42* | 36* | 37 |
| Grade 8 | 260* | 260* | 264 | 263 | — | — | 264* | 263 |
| Standard deviation ² | 36 | 37* | 35 | 35 | — | — | 34* | 35 |
| Grade 12 | 292 | 287 | 291 | 290 | — | — | 287 | — |
| Standard deviation ² | 33 | 37 | 38 | 38 | — | — | 37 | — |
| 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 | — |

See notes at end of table.

Reading Performance of Students in Grades 4 and 8

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

| Grade, percentile, and achievement level | 1992 ¹ | 1994 ¹ | 1998 ¹ | 1998 | 2000 ¹ | 2000 | 2002 | 2003 |
|------------------------------------------|-------------------|-------------------|-------------------|------|-------------------|------|------|------|
| 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.

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

² The standard deviation measures the spread of a set of data around the mean of the data. In a normal distribution, approximately 68 percent of scores fall within plus or minus one standard deviation of the mean, and 95 percent fall within plus or minus two standard deviations of the mean.

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 testing accommodations, achievement levels, and the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, National Center for Education Statistics (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 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 | — | 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. Race categories exclude Hispanic origin unless specified.

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, National Center for Education Statistics (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 score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state and jurisdiction: 2003

| State or jurisdiction | Grade 4 | | Grade 8 | |
|-----------------------|-----------------------|---------------------------------------------|-----------------------|--------------------------------|
| | Average score in 2003 | Change from 1992 ¹ average score | Average score in 2003 | Change from 1998 average 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 score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state and jurisdiction: 2003—Continued

| State or jurisdiction | Grade 4 | | Grade 8 | |
|-----------------------|-----------------------|---------------------------------------------|-----------------------|--------------------------------|
| | Average score in 2003 | Change from 1992 ¹ average score | Average score in 2003 | Change from 1998 average 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.

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

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

³ Department of Defense Domestic Dependent Elementary and Secondary Schools.

⁴ Department of Defense Dependent Schools (overseas).

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

SOURCE: U.S. Department of Education, National Center for Education Statistics (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.

Mathematics Performance of Students in Grades 4 and 8

Table 10-1. Average mathematics 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 score | | | | | | |
| Grade 4 | 213* | 220* | 224* | 224* | 228* | 226* | 235 |
| Standard deviation ² | 32* | 32* | 31* | 31* | 31* | 31* | 28 |
| Grade 8 | 263* | 268* | 272* | 270* | 275* | 273* | 278 |
| Standard deviation ² | 36 | 36 | 36 | 37 | 37 | 38* | 36 |
| Grade 12 | 294 | 299 | 304 | 302 | 301 | 300 | — |
| Standard deviation ² | 36 | 34 | 32 | 34 | 35 | 36 | — |
| 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 | — |

See notes at end of table.

Mathematics Performance of Students in Grades 4 and 8

Table 10-1. Average mathematics score by percentile and percentage of students at each achievement level, by grade: Selected years, 1990–2003
—Continued

| Grade, percentile, and achievement level | 1990 ¹ | 1992 ¹ | 1996 ¹ | 1996 | 2000 ¹ | 2000 | 2003 |
|------------------------------------------|-------------------|-------------------|-------------------|------|-------------------|------|------|
| 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.

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

² The standard deviation measures the spread of a set of data around the mean of the data. In a normal distribution, approximately 68 percent of scores fall within plus or minus one standard deviation of the mean, and 95 percent fall within plus or minus two standard deviations of the mean.

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 testing accommodations, achievement levels, and the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, National Center for Education Statistics (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 10-2. Average mathematics 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 | — | 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.

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics (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 10-3. Average mathematics 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 score in 2003 | Change from 1992 ¹ average score | Average score in 2003 | Change from 1990 ¹ average 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 10-3. Average mathematics 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 score in 2003 | Change from 1992 ¹ average score | Average score in 2003 | Change from 1990 ¹ average 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.

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

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

³ Department of Defense Domestic Dependent Elementary and Secondary Schools.

⁴ Department of Defense Dependents Schools.

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 testing accommodations and the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, National Center for Education Statistics (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.

International Comparison of 4th- and 8th-Grade Performance in Mathematics

Table 11-1. Average mathematics scores of 4th- and 8th-grade students, by sex and country: 2003

| Country | Grade 4 | | | | Grade 8 | | | |
|-------------------------------------|---------|------|--------|-------------------------------------|---------|------|--------|-------------------------------------|
| | Total | Sex | | Male-female difference ¹ | Total | Sex | | Male-female difference ¹ |
| | | Male | Female | | | Male | Female | |
| International average ² | 495* | 496 | 495 | 1 | 466* | 466 | 467 | -1 |
| Armenia | 456* | 450 | 462 | -12 | 478* | 473 | 483 | -10 |
| Australia ³ | 499* | 500 | 497 | 3 | 505 | 511 | 499 | 13 |
| Bahrain | — | — | — | † | 401* | 385 | 417 | -33 |
| Belgium-Flemish | 551* | 552 | 549 | 2 | 537* | 542 | 532 | 11 |
| Botswana | — | — | — | † | 366* | 365 | 368 | -3 |
| Bulgaria | — | — | — | † | 476* | 477 | 476 | 1 |
| Chile | — | — | — | † | 387* | 394 | 379 | 15 |
| Chinese Taipei | 564* | 564 | 564 | -1 | 585* | 582 | 589 | -7 |
| Cyprus | 510* | 514 | 505 | 9 | 459* | 452 | 467 | -16 |
| Egypt | — | — | — | † | 406* | 406 | 407 | -1 |
| England ³ | 531* | 532 | 530 | 2 | — | — | — | † |
| Estonia | — | — | — | † | 531* | 530 | 532 | -2 |
| Ghana | — | — | — | † | 276* | 283 | 266 | 17 |
| Hong Kong SAR ^{3,4} | 575* | 575 | 575 | # | 586* | 585 | 587 | -2 |
| Hungary | 529* | 530 | 527 | 3 | 529* | 533 | 526 | 7 |
| Indonesia ⁵ | — | — | — | † | 411* | 410 | 411 | -1 |
| Iran, Islamic Republic of | 389* | 386 | 394 | -8 | 411* | 408 | 417 | -9 |
| Israel ⁶ | — | — | — | † | 496 | 500 | 492 | 8 |
| Italy | 503* | 507 | 498 | 9 | 484* | 486 | 481 | 6 |
| Japan | 565* | 566 | 563 | 4 | 570* | 571 | 569 | 3 |
| Jordan | — | — | — | † | 424* | 411 | 438 | -27 |
| Korea, Republic of | — | — | — | † | 589* | 592 | 586 | 5 |
| Latvia | 536* | 536 | 536 | -1 | 508 | 506 | 511 | -6 |
| Lebanon | — | — | — | † | 433* | 439 | 429 | 10 |
| Lithuania ⁵ | 534* | 536 | 535 | 1 | 502 | 499 | 503 | -5 |
| Macedonia, Republic of ⁶ | — | — | — | † | 435* | 431 | 439 | -9 |
| Malaysia | — | — | — | † | 508 | 505 | 512 | -8 |
| Moldova, Republic of | 504* | 499 | 510 | -11 | 460* | 455 | 465 | -10 |
| Morocco ⁶ | 347* | 350 | 344 | 6 | 387* | 393 | 381 | 12 |
| Netherlands ³ | 540* | 543 | 537 | 6 | 536* | 540 | 533 | 7 |
| New Zealand | 493* | 494 | 493 | # | 494 | 493 | 495 | -3 |
| Norway | 451* | 454 | 449 | 5 | 461* | 460 | 463 | -3 |
| Palestinian National Authority | — | — | — | † | 390* | 386 | 394 | -8 |
| Philippines | 358* | 352 | 364 | -12 | 378* | 370 | 383 | -13 |
| Romania | — | — | — | † | 475* | 473 | 477 | -4 |
| Russian Federation | 532* | 534 | 530 | 4 | 508 | 507 | 510 | -3 |
| Saudi Arabia | — | — | — | † | 332* | 336 | 326 | 10 |
| Scotland ³ | 490* | 496 | 485 | 11 | 498 | 495 | 500 | -5 |
| Serbia | — | — | — | † | 477* | 473 | 480 | -7 |
| Singapore | 594* | 590 | 599 | -8 | 605* | 601 | 611 | -10 |

See notes at end of table.

International Comparison of 4th- and 8th-Grade Performance in Mathematics

Table 11-1. Average mathematics scores of 4th- and 8th-grade students, by sex and country: 2003—Continued

| Country | Grade 4 | | | | Grade 8 | | | |
|------------------------------|---------|------|--------|-------------------------------------|---------|------|--------|-------------------------------------|
| | Total | Sex | | Male-female difference ¹ | Total | Sex | | Male-female difference ¹ |
| | | Male | Female | | | Male | Female | |
| Slovak Republic | — | — | — | † | 508 | 508 | 508 | # |
| Slovenia | 479* | 481 | 477 | 5 | 493* | 491 | 495 | -3 |
| South Africa | — | — | — | † | 264* | 264 | 262 | 3 |
| Sweden | — | — | — | † | 499 | 499 | 499 | 1 |
| Tunisia | 339* | 337 | 342 | -5 | 410* | 423 | 399 | 24 |
| United States ^{3,6} | 518 | 522 | 514 | 8 | 504 | 507 | 502 | 6 |

— Not available.

† Not applicable.

Rounds to zero.

* Significantly different from the United States ($p < .05$).

¹ Difference is calculated by subtracting the average for females from the average for males using unrounded numbers.

² At the 8th-grade level, the international average reported here differs from that reported in Mullis et al. (2004) because England was deleted from the international average for not satisfying guidelines for sample participation rates.

³ Met international guidelines for participation in 2003 only after replacement schools were included. England at grade 8 did not meet international guidelines for participation rates even after replacement schools were included.

⁴ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

⁵ National desired population does not cover all of the international desired population.

⁶ Country did not meet international sampling or other guidelines in 2003.

NOTE: Countries were required to sample students in the upper of the two grades that contained the larger number of 9- and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8. Detail may not sum to totals because of rounding. See *supplemental note 5* for more information on this study.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005-005), tables 2, 3, C1, C2, C7, and C10 and unpublished tabulation (November 2004). Data from the International Association for the Evaluation of Educational Achievement (IEA), TIMSS 1995, 1999, and 2003 assessments.

International Comparison of 4th- and 8th-Grade Performance in Mathematics

Table 11-2. Average mathematics scores of 4th-grade students in 1995 and 2003 and of 8th-grade students in 1995, 1999, and 2003 and change in score since 1995 in grade 4 and since 1995 and 1999 in grade 8, by country

| Country | Grade 4 | | | Grade 8 | | | | |
|-------------------------------------|---------|------|-----------------------------------|---------|------|------|-----------------------------------|-----------------------------------|
| | 1995 | 2003 | 1995–2003 difference ¹ | 1995 | 1999 | 2003 | 1995–2003 difference ¹ | 1999–2003 difference ¹ |
| Australia ^{2,3,4} | 495* | 499* | 4 | 509* | — | 505 | -4 | † |
| Belgium-Flemish | — | — | † | 550* | 558* | 537* | -13** | -21** |
| Bulgaria ² | — | — | † | 527* | 511 | 476* | -51** | -34** |
| Chile | — | — | † | — | 392* | 387* | † | -6 |
| Chinese Taipei | — | — | † | — | 585* | 585* | † | # |
| Cyprus | 475* | 510* | 35** | 468* | 476* | 459* | -8** | -17** |
| England ³ | 484* | 531* | 47** | — | — | — | † | † |
| Hong Kong SAR ^{3,5} | 557* | 575* | 18** | 569* | 582* | 586* | 17** | 4 |
| Hungary ² | 521 | 529* | 7 | 527* | 532* | 529* | 3 | -2 |
| Indonesia ⁶ | — | — | † | — | 403* | 411* | † | 8 |
| Iran, Islamic Republic of | 387* | 389* | 2 | 418* | 422* | 411* | -7 | -11** |
| Israel ⁷ | — | — | † | — | 466* | 496 | † | 29** |
| Italy ⁷ | — | — | † | — | 479* | 484* | † | 4 |
| Japan | 567* | 565* | -3 | 581* | 579* | 570* | -11** | -9** |
| Jordan | — | — | † | — | 428* | 424* | † | -3 |
| Korea, Republic of | — | — | † | 581* | 587* | 589* | 8** | 2 |
| Latvia-LSS ^{2,8} | 499* | 533* | 34** | 488 | 505 | 505 | 17** | # |
| Lithuania ⁶ | — | — | † | 472* | 482* | 502 | 30** | 20** |
| Macedonia, Republic of ² | — | — | † | — | 447* | 435* | † | -12** |
| Malaysia | — | — | † | — | 519* | 508 | † | -11 |
| Moldova, Republic of | — | — | † | — | 469* | 460* | † | -9 |
| Netherlands ^{2,3} | 549* | 540* | -9** | 529* | 540* | 536* | 7 | -4 |
| New Zealand ⁹ | 469* | 496* | 26** | 501 | 491 | 494 | -7 | 3 |
| Norway | 476* | 451* | -25** | 498 | — | 461* | -37** | † |
| Philippines | — | — | † | — | 345* | 378* | † | 33** |
| Romania ² | — | — | † | 474* | 472* | 475* | 2 | 3 |
| Russian Federation | — | — | † | 524* | 526* | 508 | -16** | -18** |

See notes at end of table.

International Comparison of 4th- and 8th-Grade Performance in Mathematics

Table 11-2. Average mathematics scores of 4th-grade students in 1995 and 2003 and of 8th-grade students in 1995, 1999, and 2003 and change in score since 1995 in grade 4 and since 1995 and 1999 in grade 8, by country—Continued

| Country | Grade 4 | | | Grade 8 | | | | |
|------------------------------|---------|------|-----------------------------------|---------|------|------|-----------------------------------|-----------------------------------|
| | 1995 | 2003 | 1995–2003 difference ¹ | 1995 | 1999 | 2003 | 1995–2003 difference ¹ | 1999–2003 difference ¹ |
| Scotland ^{2,3} | 493* | 490* | -3 | 493 | — | 498 | 4 | † |
| Singapore | 590* | 594* | 4 | 609* | 604* | 605* | -3 | 1 |
| Slovak Republic | — | — | † | 534* | 534* | 508 | -26** | -26** |
| Slovenia ^{2,4} | 462* | 479* | 17** | 494 | — | 493* | -2 | † |
| South Africa ¹⁰ | — | — | † | — | 275* | 264* | † | -11 |
| Sweden | — | — | † | 540* | — | 499 | -41** | † |
| Tunisia | — | — | † | — | 448* | 410* | † | -38** |
| United States ^{2,3} | 518 | 518 | # | 492 | 502 | 504 | 12** | 3 |

— Not available.

† Not applicable.

Rounds to zero.

* Significantly different from the United States ($p < .05$).

** Average in 2003 is significantly different from the average in 1995 or 1999, respectively ($p < .05$).

¹ Difference is calculated by subtracting 1995 or 1999 estimate from 2003 estimate using unrounded numbers.

² Country did not meet international sampling or other guidelines in 1995, 1999, or 2003.

³ Met international guidelines for participation rates in 2003 only after replacement schools were included. England at grade 8 did not meet international guidelines for participation rates even after replacement schools were included.

⁴ Because of national-level changes in the starting age/date for school, 1999 data for Australia and Slovenia cannot be compared with 2003 data.

⁵ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

⁶ National desired population does not cover all of the international desired population.

⁷ Because of changes in the population tested, 1995 data for Israel and Italy are not shown.

⁸ Designated LSS (Latvian-speaking schools) because only Latvian-speaking schools were included in 1995. For this analysis, only Latvian-speaking schools are included in the 2003 average.

⁹ In 1995, Maori-speaking students did not participate. Estimates in this table are computed for students taught in English only, which represents between 98 and 99 percent of the student population in both years.

¹⁰ Because within classroom sampling was not accounted for, 1995 data are not shown for South Africa.

NOTE: Countries were required to sample students in the upper of the two grades that contained the larger number of 9- and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8. Detail may not sum to totals because of rounding. See *supplemental note 5* for more information on this study.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005–005), tables 4, 5, C3, and C4. Data from the International Association for the Evaluation of Educational Achievement (IEA), TIMSS 1995, 1999, and 2003 assessments.

International Comparison of 4th- and 8th-Grade Performance in Science

Table 12-1. Average science scores of 4th- and 8th-grade students, by sex and country: 2003

| Country | Grade 4 | | | | Grade 8 | | | |
|------------------------------------------|-------------|------------|------------|-------------------------------------|-------------|------------|------------|-------------------------------------|
| | Total | Sex | | Male-female difference ¹ | Total | Sex | | Male-female difference ¹ |
| | | Male | Female | | | Male | Female | |
| International average² | 489* | 488 | 489 | -1 | 473* | 477 | 471 | 6 |
| Armenia | 437* | 432 | 441 | -9 | 461* | 455 | 468 | -13 |
| Australia ³ | 521* | 519 | 522 | -4 | 527 | 537 | 517 | 20 |
| Bahrain | — | — | — | † | 438* | 423 | 453 | -29 |
| Belgium-Flemish | 518* | 519 | 518 | 1 | 516* | 528 | 505 | 24 |
| Botswana | — | — | — | † | 365* | 366 | 364 | 2 |
| Bulgaria | — | — | — | † | 479* | 487 | 470 | 16 |
| Chile | — | — | — | † | 413* | 427 | 398 | 29 |
| Chinese Taipei | 551* | 555 | 548 | 7 | 571* | 572 | 571 | 1 |
| Cyprus | 480* | 484 | 477 | 7 | 441* | 440 | 443 | -4 |
| Egypt | — | — | — | † | 421* | 421 | 422 | -1 |
| England ³ | 540 | 538 | 542 | -4 | — | — | — | † |
| Estonia | — | — | — | † | 552* | 551 | 554 | -3 |
| Ghana | — | — | — | † | 255* | 271 | 236 | 35 |
| Hong Kong SAR ^{3,4} | 542 | 541 | 544 | -3 | 556* | 561 | 552 | 9 |
| Hungary | 530 | 533 | 527 | 6 | 543* | 556 | 530 | 26 |
| Indonesia ⁵ | — | — | — | † | 420* | 426 | 415 | 11 |
| Iran, Islamic Republic of | 414* | 406 | 426 | -20 | 453* | 453 | 454 | -1 |
| Israel ⁶ | — | — | — | † | 488* | 498 | 479 | 20 |
| Italy | 516* | 517 | 514 | 3 | 491* | 496 | 486 | 10 |
| Japan | 543* | 545 | 542 | 3 | 552* | 557 | 548 | 9 |
| Jordan | — | — | — | † | 475* | 462 | 489 | -27 |
| Korea, Republic of | — | — | — | † | 558* | 564 | 552 | 12 |
| Latvia | 532 | 529 | 534 | -6 | 512* | 516 | 509 | 7 |
| Lebanon | — | — | — | † | 393* | 395 | 392 | 3 |
| Lithuania ⁵ | 512* | 513 | 513 | # | 519* | 522 | 516 | 6 |
| Macedonia, Republic of ⁶ | — | — | — | † | 449* | 445 | 454 | -8 |
| Malaysia | — | — | — | † | 510* | 515 | 505 | 10 |
| Moldova, Republic of | 496* | 490 | 503 | -12 | 472* | 468 | 477 | -8 |
| Morocco ⁶ | 304* | 303 | 306 | -2 | 396* | 403 | 392 | 11 |
| Netherlands ³ | 525* | 529 | 521 | 8 | 536 | 543 | 528 | 15 |
| New Zealand | 520* | 517 | 523 | -6 | 520 | 525 | 515 | 9 |
| Norway | 466* | 466 | 467 | -1 | 494* | 498 | 490 | 8 |
| Palestinian National Authority | — | — | — | † | 435* | 428 | 441 | -13 |
| Philippines | 332* | 324 | 339 | -15 | 377* | 374 | 380 | -7 |
| Romania | — | — | — | † | 470* | 474 | 465 | 9 |
| Russian Federation | 526 | 526 | 527 | -1 | 514* | 519 | 508 | 11 |
| Saudi Arabia | — | — | — | † | 398* | 391 | 407 | -16 |
| Scotland ³ | 502* | 508 | 496 | 11 | 512* | 517 | 506 | 12 |
| Serbia | — | — | — | † | 468* | 471 | 465 | 6 |
| Singapore | 565* | 565 | 565 | -1 | 578* | 579 | 576 | 3 |

See notes at end of table.

International Comparison of 4th- and 8th-Grade Performance in Science

Table 12-1. Average science scores of 4th- and 8th-grade students, by sex and country: 2003—Continued

| Country | Grade 4 | | | | Grade 8 | | | |
|------------------------------|---------|------|--------|-------------------------------------|---------|------|--------|-------------------------------------|
| | Total | Sex | | Male-female difference ¹ | Total | Sex | | Male-female difference ¹ |
| | | Male | Female | | | Male | Female | |
| Slovak Republic | — | — | — | † | 517* | 525 | 508 | 18 |
| Slovenia | 490* | 490 | 491 | -1 | 520 | 524 | 517 | 7 |
| South Africa | — | — | — | † | 244* | 244 | 242 | 2 |
| Sweden | — | — | — | † | 524 | 528 | 521 | 8 |
| Tunisia | 314* | 312 | 316 | -4 | 404* | 416 | 392 | 24 |
| United States ^{3,6} | 536 | 538 | 533 | 5 | 527 | 536 | 519 | 16 |

— Not available.

† Not applicable.

Rounds to zero.

* Significantly different from the United States ($p < .05$).

¹ Difference is calculated by subtracting the average for females from the average for males using unrounded numbers.

² At the 8th-grade level, the international average reported here differs from that reported in Martin et al. (2004) because England was deleted from the international average for not satisfying guidelines for sample participation rates.

³ Met international guidelines for participation rates in 2003 only after replacement schools were included. England at grade 8 did not meet international guidelines for participation rates even after replacement schools were included.

⁴ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

⁵ National desired population does not cover all of the international desired population.

⁶ Country did not meet international sampling or other guidelines in 2003.

NOTE: Countries were required to sample students in the upper of the two grades that contained the larger number of 9- and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8. Detail may not sum to totals because of rounding. See *supplemental note 5* for more information on this study.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005–005), tables 8, 9, C1, C2, C17, and C19 and previously unpublished tabulation (November 2004). Data from the International Association for the Evaluation of Educational Achievement (IEA), TIMSS 1995, 1999, and 2003 assessments.

International Comparison of 4th- and 8th-Grade Performance in Science

Table 12-2. Average science scores of 4th-grade students in 1995 and 2003 and of 8th-grade students in 1995, 1999, and 2003 and change in score since 1995 in grade 4 and since 1995 and 1999 in grade 8, by country

| Country | Grade 4 | | | Grade 8 | | | | |
|-------------------------------------|---------|------|-----------------------------------|---------|------|------|-----------------------------------|-----------------------------------|
| | 1995 | 2003 | 1995–2003 difference ¹ | 1995 | 1999 | 2003 | 1995–2003 difference ¹ | 1999–2003 difference ¹ |
| Australia ^{2,3,4} | 521* | 521* | -1 | 514 | — | 527 | 13** | † |
| Belgium-Flemish | — | — | † | 533* | 535* | 516* | -17** | -19** |
| Bulgaria ² | — | — | † | 545* | 518 | 479* | -66** | -39** |
| Chile | — | — | † | — | 420* | 413* | † | -8 |
| Chinese Taipei | — | — | † | — | 569* | 571* | † | 2 |
| Cyprus | 450* | 480* | 30** | 452* | 460* | 441* | -11** | -19** |
| England ³ | 528* | 540 | 13** | — | — | — | † | † |
| Hong Kong SAR ^{3,5} | 508* | 542 | 35** | 510 | 530* | 556* | 46** | 27** |
| Hungary ² | 508* | 530 | 22** | 537* | 552* | 543* | 6 | -10** |
| Indonesia ⁶ | — | — | † | — | 435* | 420* | † | -15** |
| Iran, Islamic Republic of | 380* | 414* | 34** | 463* | 448* | 453* | -9** | 5 |
| Israel ^{2,7} | — | — | † | — | 468* | 488* | † | 20** |
| Italy ⁷ | — | — | † | — | 493* | 491* | † | -2 |
| Japan | 553* | 543* | -10** | 554* | 550* | 552* | -2 | 3 |
| Jordan | — | — | † | — | 450* | 475* | † | 25** |
| Korea, Republic of | — | — | † | 546* | 549* | 558* | 13** | 10** |
| Latvia-LSS ^{2,8} | 486* | 530 | 43** | 476* | 503 | 513* | 37** | 11 |
| Lithuania ^{2,6} | — | — | † | 464* | 488* | 519* | 56** | 31** |
| Macedonia, Republic of ² | — | — | † | — | 458* | 449* | † | -9 |
| Malaysia | — | — | † | — | 492* | 510* | † | 18** |
| Moldova, Republic of | — | — | † | — | 459* | 472* | † | 13** |
| Netherlands ^{2,3} | 530* | 525* | -5 | 541* | 545* | 536 | -6 | -9 |
| New Zealand ⁹ | 505* | 523* | 18** | 511 | 510 | 520 | 9 | 10 |
| Norway | 504* | 466* | -38** | 514 | — | 494* | -21** | † |
| Philippines | — | — | † | — | 345* | 377* | † | 32** |
| Romania ² | — | — | † | 471* | 472* | 470* | -1 | -2 |
| Russian Federation | — | — | † | 523 | 529 | 514* | -9 | -16** |

See notes at end of table.

International Comparison of 4th- and 8th-Grade Performance in Science

Table 12-2. Average science scores of 4th-grade students in 1995 and 2003 and of 8th-grade students in 1995, 1999, and 2003 and change in score since 1995 in grade 4 and since 1995 and 1999 in grade 8, by country—Continued

| Country | Grade 4 | | | Grade 8 | | | | |
|------------------------------|---------|------|-----------------------------------|---------|------|------|-----------------------------------|-----------------------------------|
| | 1995 | 2003 | 1995–2003 difference ¹ | 1995 | 1999 | 2003 | 1995–2003 difference ¹ | 1999–2003 difference ¹ |
| Scotland ^{2,3} | 514* | 502* | -12** | 501 | — | 512* | 10 | † |
| Singapore | 523* | 565* | 42** | 580* | 568* | 578* | -3 | 10 |
| Slovak Republic | — | — | † | 532* | 535* | 517* | -15** | -18** |
| Slovenia ^{2,4} | 464* | 490* | 26** | 514 | — | 520 | 7** | † |
| South Africa ¹⁰ | — | — | † | — | 243* | 244* | † | 1 |
| Sweden | — | — | † | 553* | — | 524 | -28** | † |
| Tunisia | — | — | † | — | 430* | 404* | † | -26** |
| United States ^{2,3} | 542 | 536 | -6 | 513 | 515 | 527 | 15** | 12** |

— Not available.

† Not applicable.

* Significantly different from the United States ($p < .05$)

** Average in 2003 is significantly different from the average in 1995 or 1999, respectively ($p < .05$).

¹ Difference is calculated by subtracting 1995 or 1999 estimate from 2003 estimate using unrounded numbers.

² Country did not meet the international sampling guidelines in 1995, 1999, or 2003.

³ Met international guidelines for participation rates only after replacement schools were included. England at grade 8 did not meet international guidelines for participation rates even after replacement schools were included.

⁴ Because of national-level changes in the starting age/date for school, 1999 data for Australia and Slovenia cannot be compared with 2003 data.

⁵ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

⁶ National desired population does not cover all of the international desired population.

⁷ Because of changes in the population tested, 1995 data for Israel and Italy are not shown.

⁸ Designated LSS (Latvian-speaking schools) because only Latvian-speaking schools were included in 1995. For this analysis, only Latvian-speaking schools are included in the 2003 average.

⁹ In 1995, Maori-speaking students did not participate. Estimates in this table are computed for students taught in English only, which represents between 98 and 99 percent of the student population in both years.

¹⁰ Because within classroom sampling was not accounted for, 1995 data are not shown for South Africa.

NOTE: Countries were required to sample students in the upper of the two grades that contained the larger number of 9- and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8. Detail may not sum to totals because of rounding. See *supplemental note 5* for more information on this study.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005–005), tables 10, 11, C13, and C14. Data from the International Association for the Evaluation of Educational Achievement (IEA), TIMSS 1995, 1999, and 2003 assessments.

International Comparisons of Mathematics Literacy

Table 13-1. Average combined mathematics literacy, subscales, and problem-solving scores of 15-year-old students, by country: 2003

| Country | Combined mathematics literacy | Mathematics subscales | | | | Problem-solving |
|-----------------------------|-------------------------------|-----------------------|--------------------------|-------------|-------------|-----------------|
| | | Space and shape | Change and relationships | Quantity | Uncertainty | |
| OECD average | 500* | 496* | 499* | 501* | 502* | 500* |
| OECD countries | | | | | | |
| Australia | 524* | 521* | 525* | 517* | 531* | 530* |
| Austria | 506* | 515* | 500* | 513* | 494 | 506* |
| Belgium | 529* | 530* | 535* | 530* | 526* | 525* |
| Canada | 532* | 518* | 537* | 528* | 542* | 529* |
| Czech Republic | 516* | 527* | 515* | 528* | 500* | 516* |
| Denmark | 514* | 512* | 509* | 516* | 516* | 517* |
| Finland | 544* | 539* | 543* | 549* | 545* | 548* |
| France | 511* | 508* | 520* | 507* | 506* | 519* |
| Germany | 503* | 500* | 507* | 514* | 493 | 513* |
| Greece | 445* | 437* | 436* | 446* | 458* | 449* |
| Hungary | 490 | 479 | 495* | 496* | 489 | 501* |
| Iceland | 515* | 504* | 509* | 513* | 528* | 505* |
| Ireland | 503* | 476 | 506* | 502* | 517* | 498* |
| Italy | 466* | 470 | 452* | 475 | 463* | 470 |
| Japan | 534* | 553* | 536* | 527* | 528* | 547* |
| Korea, Republic of | 542* | 552* | 548* | 537* | 538* | 550* |
| Luxembourg | 493* | 488* | 487 | 501* | 492 | 494* |
| Mexico | 385* | 382* | 364* | 394* | 390* | 384* |
| Netherlands | 538* | 526* | 551* | 528* | 549* | 520* |
| New Zealand | 523* | 525* | 526* | 511* | 532* | 533* |
| Norway | 495* | 483* | 488 | 494* | 513* | 490* |
| Poland | 490 | 490* | 484 | 492* | 494 | 487* |
| Portugal | 466* | 450* | 468* | 465* | 471* | 470 |
| Slovak Republic | 498* | 505* | 494 | 513* | 476* | 492* |
| Spain | 485 | 476 | 481 | 492* | 489 | 482 |
| Sweden | 509* | 498* | 505* | 514* | 511* | 509* |
| Switzerland | 527* | 540* | 523* | 533* | 517* | 521* |
| Turkey | 423* | 417* | 423* | 413* | 443* | 408* |
| United States | 483 | 472 | 485 | 476 | 491 | 477 |
| Non-OECD countries | | | | | | |
| Brazil | 356* | 350* | 333* | 360* | 377* | 371* |
| Hong Kong-China | 550* | 558* | 540* | 545* | 558* | 548* |
| Indonesia | 360* | 361* | 334* | 357* | 385* | 361* |
| Latvia | 483 | 486 | 487 | 482 | 474* | 483 |
| Liechtenstein | 536* | 538* | 540* | 534* | 523 | 529* |
| Macao-China | 527* | 528* | 519* | 533* | 532* | 532* |
| Russian Federation | 468* | 474 | 477 | 472 | 436* | 479 |
| Serbia and Montenegro | 437* | 432* | 419* | 456* | 428* | 420* |
| Thailand | 417* | 424* | 405* | 415* | 423* | 425* |
| Tunisia | 359* | 359* | 337* | 364* | 363* | 345* |
| Uruguay | 422* | 412* | 417* | 430* | 419* | 411* |
| United Kingdom ¹ | 508 | 496 | 513 | 499 | 520 | 510 |

* Significantly different from the United States.

¹ Due to low response rates, data for the United Kingdom are not discussed in this indicator.

NOTE: The OECD average is the average of the national averages of the OECD member countries with data available. Because PISA is principally an OECD study, the results for non-OECD countries are displayed separately from those of the OECD countries and are not included in the OECD average. See *supplemental note 5* for more information on the Program for International Student Assessment (PISA).

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005–003), tables 2, 3, B-3, and B-12. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

International Comparisons of Mathematics Literacy

Table 13-2. Average male-female score point differences of combined mathematics literacy, subscale, and problem-solving scores of 15-year-old students, by country: 2003

| Country | Combined mathematics literacy | Mathematics subscales | | | | Problem-solving |
|-----------------------------|-------------------------------|-----------------------|--------------------------|------------|-------------|-----------------|
| | | Space and shape | Change and relationships | Quantity | Uncertainty | |
| OECD average | 11.1 | 16.7 | 11.0 | 6.2 | 12.6 | -1.7 |
| OECD countries | | | | | | |
| Australia | 5.3 | 11.9 | 4.4 | 1.2 | 7.3 | -6.4 |
| Austria | 7.6 | 18.7 | 4.6 | 3.1 | 7.8 | -2.9 |
| Belgium | 7.5 | 17.9 | 7.6 | 0.9 | 7.3 | -3.5 |
| Canada | 11.2 | 19.5 | 13.5 | 4.7 | 13.0 | 0.5 |
| Czech Republic | 15.0 | 30.2 | 12.8 | 5.8 | 16.7 | 6.5 |
| Denmark | 16.6 | 16.3 | 20.8 | 9.3 | 21.6 | 4.9 |
| Finland | 7.4 | 2.4 | 11.4 | 3.2 | 12.1 | -10.0 |
| France | 8.5 | 17.8 | 4.4 | 2.3 | 10.7 | -0.8 |
| Germany | 9.0 | 11.5 | 11.8 | 0.6 | 18.1 | -5.7 |
| Greece | 19.4 | 19.3 | 17.8 | 22.6 | 20.2 | 1.9 |
| Hungary | 7.8 | 15.0 | 9.7 | 1.9 | 7.9 | -3.7 |
| Iceland | -15.4 | -15.1 | -9.6 | -28.5 | -7.5 | -30.5 |
| Ireland | 14.8 | 25.5 | 12.6 | 8.9 | 15.5 | 0.5 |
| Italy | 17.8 | 18.1 | 20.8 | 12.7 | 24.1 | -4.1 |
| Japan | 8.4 | 8.9 | 6.3 | 3.1 | 14.0 | -2.4 |
| Korea, Republic of | 23.4 | 27.0 | 25.3 | 21.9 | 21.7 | 8.1 |
| Luxembourg | 17.2 | 28.3 | 13.8 | 8.5 | 21.7 | 2.4 |
| Mexico | 10.9 | 15.6 | 7.9 | 12.0 | 4.5 | 5.1 |
| Netherlands | 5.1 | 8.2 | 5.9 | -4.0 | 9.5 | 4.5 |
| New Zealand | 14.5 | 17.9 | 17.4 | 11.6 | 11.5 | -3.3 |
| Norway | 6.2 | 7.3 | 4.3 | 0.0 | 10.3 | -8.5 |
| Poland | 5.6 | 13.1 | 7.7 | 1.6 | 2.6 | -1.1 |
| Portugal | 12.2 | 15.1 | 13.1 | 13.8 | 9.6 | 0.0 |
| Slovak Republic | 18.7 | 35.0 | 16.4 | 12.6 | 17.0 | 6.9 |
| Spain | 8.9 | 18.5 | 8.4 | 4.8 | 8.0 | -6.0 |
| Sweden | 6.5 | 10.4 | 1.4 | 3.2 | 8.8 | -9.9 |
| Switzerland | 16.6 | 25.3 | 14.9 | 7.0 | 20.5 | -2.5 |
| Turkey | 15.1 | 11.7 | 6.0 | 17.5 | 19.0 | 2.0 |
| United States | 6.3 | 15.2 | 5.6 | 4.2 | 3.2 | -0.9 |
| Non-OECD countries | | | | | | |
| Brazil | 16.3 | 14.9 | 19.5 | 18.1 | 15.4 | 5.2 |
| Hong Kong-China | 4.1 | 4.1 | 1.0 | -2.6 | 11.8 | -5.1 |
| Indonesia | 3.3 | 15.7 | 4.3 | 2.1 | -4.8 | -7.3 |
| Latvia | 2.8 | 14.0 | -1.0 | 2.9 | -0.2 | -2.6 |
| Liechtenstein | 28.8 | 38.5 | 25.6 | 21.4 | 30.8 | 11.5 |
| Macao-China | 21.3 | 23.3 | 20.1 | 16.7 | 17.8 | 11.2 |
| Russian Federation | 10.1 | 20.6 | 3.4 | 6.4 | 8.4 | 2.3 |
| Serbia and Montenegro | 1.2 | 3.3 | 1.4 | -3.1 | 5.4 | -7.4 |
| Thailand | -4.0 | 4.5 | -9.6 | -4.5 | -5.0 | -12.4 |
| Tunisia | 12.2 | 16.3 | 11.3 | 15.6 | 6.7 | 2.7 |
| Uruguay | 12.1 | 21.1 | 5.2 | 12.0 | 8.3 | 2.7 |
| United Kingdom ¹ | 6.7 | 10.3 | 8.3 | 2.1 | 5.6 | -8.4 |

¹ Due to low response rates, data for the United Kingdom are not discussed.

NOTE: The male-female score point difference is calculated by subtracting the average scores of females from the average scores of males. The OECD average is the average of the national averages of the OECD member countries with data available. Because PISA is principally an OECD study, the results for non-OECD countries are displayed separately from those of the OECD countries and are not included in the OECD average. See *supplemental note 5* for more information on the Program for International Student Assessment (PISA).

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005-003), tables B-18, B-20, and B-21. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

International Comparisons of Mathematics Literacy

Table 13-3. Average combined mathematics literacy scores of 15-year-old students, by percentile and country: 2003

| Country | 5th | 10th | 25th | 75th | 90th | 95th | 90th–10th difference |
|-----------------------------|------------|------------|------------|------------|------------|------------|----------------------|
| OECD average | 332 | 369 | 432 | 570 | 628 | 660 | 259 |
| OECD countries | | | | | | | |
| Australia | 364 | 399 | 460 | 592 | 645 | 676 | 246 |
| Austria | 353 | 384 | 439 | 571 | 626 | 658 | 242 |
| Belgium | 334 | 381 | 456 | 611 | 664 | 693 | 284 |
| Canada | 386 | 419 | 474 | 593 | 644 | 673 | 225 |
| Czech Republic | 358 | 392 | 449 | 584 | 641 | 672 | 249 |
| Denmark | 361 | 396 | 453 | 578 | 632 | 662 | 236 |
| Finland | 406 | 438 | 488 | 603 | 652 | 680 | 214 |
| France | 352 | 389 | 449 | 575 | 628 | 656 | 239 |
| Germany | 324 | 363 | 432 | 578 | 632 | 662 | 269 |
| Greece | 288 | 324 | 382 | 508 | 566 | 598 | 242 |
| Hungary | 335 | 370 | 426 | 556 | 611 | 644 | 241 |
| Iceland | 362 | 396 | 454 | 578 | 629 | 658 | 233 |
| Ireland | 360 | 393 | 445 | 562 | 614 | 641 | 221 |
| Italy | 307 | 342 | 400 | 530 | 589 | 623 | 247 |
| Japan | 361 | 402 | 467 | 605 | 660 | 690 | 258 |
| Korea, Republic of | 388 | 423 | 479 | 606 | 659 | 690 | 236 |
| Luxembourg | 338 | 373 | 430 | 557 | 611 | 641 | 239 |
| Mexico | 247 | 276 | 327 | 444 | 497 | 527 | 221 |
| Netherlands | 385 | 415 | 471 | 608 | 657 | 684 | 241 |
| New Zealand | 359 | 394 | 455 | 593 | 650 | 682 | 256 |
| Norway | 343 | 376 | 433 | 560 | 614 | 645 | 238 |
| Poland | 343 | 376 | 428 | 553 | 607 | 640 | 231 |
| Portugal | 321 | 352 | 406 | 526 | 580 | 610 | 228 |
| Slovak Republic | 342 | 379 | 436 | 565 | 619 | 648 | 241 |
| Spain | 335 | 369 | 426 | 546 | 597 | 626 | 229 |
| Sweden | 353 | 387 | 446 | 576 | 631 | 662 | 243 |
| Switzerland | 359 | 396 | 461 | 595 | 652 | 684 | 256 |
| Turkey | 270 | 300 | 351 | 485 | 560 | 614 | 260 |
| United States | 323 | 357 | 418 | 550 | 607 | 638 | 251 |
| Non-OECD countries | | | | | | | |
| Brazil | 203 | 233 | 286 | 419 | 488 | 528 | 255 |
| Hong Kong-China | 374 | 417 | 485 | 622 | 672 | 700 | 255 |
| Indonesia | 233 | 261 | 306 | 412 | 466 | 499 | 205 |
| Latvia | 339 | 371 | 424 | 544 | 596 | 626 | 226 |
| Liechtenstein | 362 | 408 | 470 | 609 | 655 | 686 | 247 |
| Macao-China | 382 | 414 | 467 | 587 | 639 | 668 | 225 |
| Russian Federation | 319 | 351 | 406 | 530 | 588 | 622 | 237 |
| Serbia and Montenegro | 299 | 329 | 379 | 493 | 546 | 579 | 218 |
| Thailand | 290 | 316 | 361 | 469 | 526 | 560 | 210 |
| Tunisia | 229 | 256 | 303 | 412 | 466 | 501 | 210 |
| Uruguay | 255 | 291 | 353 | 491 | 550 | 583 | 259 |
| United Kingdom ¹ | 356 | 388 | 444 | 573 | 629 | 659 | 241 |

¹ Due to low response rates, data for the United Kingdom are not discussed.

NOTE: Detail may not sum to totals because of rounding. The 90th–10th difference is calculated by subtracting the average scores at the 10th percentile from the average scores at the 90th percentile. The OECD average is the average of the national averages of the OECD member countries with data available. Because PISA is principally an OECD study, the results for non-OECD countries are displayed separately from those of the OECD countries and are not included in the OECD average. See *supplemental note 5* for more information on the Program for International Student Assessment (PISA).

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005–003), table B-4. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

Student Reading and Mathematics Performance in Public Schools by Urbanicity

Table 14-1. Percentage distribution of 4th- and 8th-grade public school students, by school location and selected student and school characteristics: 2003

| Student or school characteristic | Grade 4 | | | | | Grade 8 | | | | |
|------------------------------------------------------------------------|--------------------|--------------------------|-----------------------------------------|----------------------|---------------|--------------------|--------------------------|-----------------------------------------|----------------------|---------------|
| | All public schools | All central city schools | Large central city schools ¹ | Urban fringe schools | Rural schools | All public schools | All central city schools | Large central city schools ¹ | Urban fringe schools | Rural schools |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Sex | | | | | | | | | | |
| Male | 50.5 | 50.1 | 49.8 | 50.5 | 51.0 | 50.2 | 50.2 | 48.8 | 50.1 | 50.3 |
| Female | 49.5 | 49.9 | 50.2 | 49.5 | 49.0 | 49.8 | 49.8 | 51.2 | 49.9 | 49.7 |
| Race/ethnicity ² | | | | | | | | | | |
| American Indian | 1.2 | 0.9 | 0.6 | 0.7 | 2.3 | 1.3 | 1.0 | 0.7 | 0.8 | 2.1 |
| Asian/Pacific Islander | 4.0 | 5.4 | 6.7 | 4.9 | 1.4 | 4.3 | 5.9 | 9.2 | 5.5 | 1.4 |
| Black | 17.4 | 31.3 | 34.0 | 13.0 | 10.1 | 17.3 | 30.3 | 34.1 | 14.1 | 10.1 |
| White | 58.6 | 33.9 | 20.6 | 61.6 | 78.6 | 61.4 | 36.9 | 21.1 | 64.3 | 79.0 |
| Hispanic | 18.0 | 27.9 | 37.9 | 18.9 | 7.0 | 15.2 | 25.5 | 34.8 | 14.7 | 6.9 |
| Percent of students in school eligible for free or reduced-price lunch | | | | | | | | | | |
| 0–10 | 15.2 | 5.9 | 6.1 | 24.5 | 11.3 | 17.7 | 6.8 | 6.9! | 28.0 | 13.3 |
| 11–25 | 17.7 | 9.9 | 5.0 | 23.2 | 17.6 | 21.5 | 13.0 | 6.3 | 26.7 | 22.0 |
| 26–50 | 24.6 | 18.2 | 11.1 | 22.2 | 34.2 | 27.8 | 24.1 | 15.2 | 22.7 | 37.9 |
| 51–75 | 19.9 | 20.1 | 16.5 | 15.4 | 26.0 | 18.5 | 24.2 | 23.6 | 14.6 | 18.8 |
| 76–100 | 22.5 | 45.9 | 61.3 | 14.7 | 11.0 | 14.5 | 31.9 | 48.0 | 8.0 | 8.1 |
| Percent of minority students in school | | | | | | | | | | |
| 0–10 | 29.9 | 7.8 | 1.7! | 27.8 | 54.4 | 30.5 | 7.4 | 1.4! | 28.2 | 53.8 |
| 11–25 | 18.9 | 12.0 | 6.3 | 24.0 | 18.7 | 20.2 | 12.8 | 6.6 | 26.1 | 18.8 |
| 26–50 | 16.4 | 16.6 | 9.4 | 18.9 | 12.8 | 18.0 | 20.0 | 9.4 | 18.6 | 15.3 |
| 51–75 | 13.0 | 19.1 | 16.7 | 12.1 | 8.1 | 12.9 | 21.3 | 19.2 | 12.3 | 6.2 |
| 76–100 | 21.8 | 44.5 | 66.0 | 17.2 | 6.0 | 18.5 | 38.4 | 63.4 | 14.7 | 6.0 |

! Interpret data with caution (estimates are unstable).

¹ "Large central city" includes all students enrolled in schools that are located in a "central city" of a Metropolitan Statistical Area (MSA) of at least 2.5 million in total population.

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

NOTE: Detail may not sum to totals because of rounding. An MSA is a Census Bureau designation encompassing a "large population nucleus together with adjacent communities that have a high degree of economic and social integration with that core." The majority of large central city schools in this indicator are in what are commonly considered to be inner cities. A few schools not thought to be in what is commonly considered to be an "inner city" are included in this category because within each MSA the largest city is designated a "central city," even if the geographic area of this city does not technically meet the Census requirements concerning population size and commuting patterns to be designated as a "central city" area. For more information about community type and the National School Lunch Program, see *supplemental note 1*. For more information on the National Assessment of Educational Progress (NAEP), see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (January 2005).

Student Reading and Mathematics Performance in Public Schools by Urbanicity

Table 14-2. Percentile distribution of average reading and mathematics scores of 4th- and 8th-grade public school students and the percentage of students at each achievement level, by school location: 2003

| Grade, percentile, and achievement level | Reading | | | | | Mathematics | | | | |
|------------------------------------------|--------------------|--------------------------|-----------------------------------------|----------------------|---------------|--------------------|--------------------------|-----------------------------------------|----------------------|---------------|
| | All public schools | All central city schools | Large central city schools ¹ | Urban fringe schools | Rural schools | All public schools | All central city schools | Large central city schools ¹ | Urban fringe schools | Rural schools |
| Average score | | | | | | | | | | |
| Grade 4 | 216 | 208 | 202 | 221 | 219 | 234 | 227 | 223 | 238 | 236 |
| Grade 8 | 261 | 253 | 248 | 265 | 264 | 276 | 267 | 262 | 280 | 279 |
| Percentile | | | | | | | | | | |
| Grade 4 | | | | | | | | | | |
| 10th | 167 | 157 | 152 | 172 | 172 | 196 | 189 | 185 | 200 | 201 |
| 25th | 193 | 182 | 177 | 198 | 198 | 215 | 207 | 203 | 219 | 219 |
| 50th | 219 | 209 | 203 | 223 | 222 | 235 | 227 | 223 | 239 | 237 |
| 75th | 243 | 234 | 229 | 247 | 244 | 254 | 247 | 244 | 258 | 255 |
| 90th | 262 | 256 | 251 | 265 | 262 | 270 | 265 | 262 | 273 | 269 |
| Grade 8 | | | | | | | | | | |
| 10th | 215 | 206 | 200 | 219 | 220 | 228 | 218 | 214 | 233 | 235 |
| 25th | 240 | 230 | 225 | 244 | 243 | 253 | 242 | 237 | 257 | 257 |
| 50th | 264 | 255 | 249 | 268 | 266 | 278 | 268 | 262 | 282 | 281 |
| 75th | 286 | 278 | 273 | 289 | 286 | 301 | 293 | 287 | 305 | 302 |
| 90th | 304 | 298 | 293 | 307 | 304 | 321 | 316 | 311 | 325 | 320 |
| Percentage at achievement level | | | | | | | | | | |
| Grade 4 | | | | | | | | | | |
| Below Basic | 38 | 49 | 55 | 34 | 34 | 24 | 33 | 38 | 20 | 20 |
| At or above Basic | 62 | 51 | 45 | 66 | 66 | 76 | 67 | 62 | 80 | 80 |
| At or above Proficient | 30 | 22 | 18 | 34 | 32 | 31 | 23 | 20 | 36 | 32 |
| At Advanced | 7 | 5 | 4 | 8 | 7 | 4 | 3 | 2 | 5 | 3 |
| Grade 8 | | | | | | | | | | |
| Below Basic | 28 | 37 | 43 | 24 | 25 | 33 | 44 | 50 | 29 | 29 |
| At or above Basic | 72 | 63 | 57 | 76 | 75 | 67 | 56 | 50 | 71 | 71 |
| At or above Proficient | 30 | 22 | 18 | 34 | 31 | 27 | 20 | 16 | 31 | 28 |
| At Advanced | 3 | 2 | 1 | 3 | 2 | 5 | 4 | 3 | 6 | 4 |

¹“Large central city” includes all students enrolled in schools that are located in a “central city” of a Metropolitan Statistical Area (MSA) of at least 2.5 million in total population.

NOTE: An MSA is a Census Bureau designation encompassing a “large population nucleus together with adjacent communities that have a high degree of economic and social integration with that core.” The majority of large central city schools in this indicator are in what are commonly considered to be inner cities. A few schools not thought to be in what is commonly considered to be an “inner city” are included in this category because within each MSA the largest city is designated a “central city,” even if the geographic area of this city does not technically meet the Census requirements concerning population size and commuting patterns to be designated as a “central city” area. For more information about community type and the National School Lunch Program, see *supplemental note 1*. For more information on the National Assessment of Educational Progress (NAEP), see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading and Mathematics Assessments, previously unpublished tabulation (January 2005).

Trends in Adult Literary Reading Habits

Table 15-1. Percentage of respondents age 25 or older who reported reading literature in the past 12 months, by selected characteristics: Various years, 1982–2002

| Characteristic | 1982 | 1985 | 1992 | 2002 |
|-----------------------------------|-------------|-------------|-------------|-------------|
| Total | 55.7 | 55.7 | 54.3 | 47.3 |
| Sex | | | | |
| Male | 48.2 | 48.3 | 47.4 | 37.7 |
| Female | 62.3 | 62.4 | 60.6 | 56.1 |
| Race/ethnicity ¹ | | | | |
| American Indian | — | 36.9! | 52.6 | 49.6 |
| Asian/Pacific Islander | — | 51.5 | 38.7 | 41.2 |
| Black | 38.6 | 41.5 | 44.4 | 38.2 |
| White | 59.3 | 58.8 | 58.2 | 51.7 |
| Hispanic | 34.4 | 41.5 | 33.6 | 27.6 |
| Age | | | | |
| 25–34 | 62.1 | 59.3 | 54.6 | 47.8 |
| 35–44 | 59.7 | 61.2 | 58.9 | 46.6 |
| 45–54 | 54.9 | 56.1 | 57.0 | 51.3 |
| 55–64 | 52.8 | 49.8 | 53.0 | 49.0 |
| 65 or older | 44.8 | 48.8 | 46.6 | 41.7 |
| Education | | | | |
| Less than high school | 29.0 | 31.0 | 25.0 | 18.9 |
| High school diploma or equivalent | 54.9 | 53.4 | 49.6 | 38.1 |
| Some college | 72.4 | 70.7 | 66.2 | 53.0 |
| Bachelor's degree or higher | 82.0 | 78.2 | 74.8 | 66.8 |
| Family income | | | | |
| Less than \$15,000 | — | — | 38.3 | 33.3 |
| \$15,000–29,999 | — | — | 50.3 | 38.4 |
| \$30,000–49,999 | — | — | 60.3 | 47.2 |
| \$50,000–74,999 | — | — | 69.2 | 52.4 |
| \$75,000 or more | — | — | 77.7 | 61.0 |
| Employment status | | | | |
| Employed | 59.0 | 58.3 | — | 49.4 |
| Looking for work | 48.5 | 49.2 | — | 44.4 |
| Not in labor force | 50.5 | 51.8 | — | 43.4 |
| Community type | | | | |
| Urban | 55.1 | 55.7 | 52.4 | 48.4 |
| Suburban | 59.8 | 61.4 | 56.7 | 48.9 |
| Rural | 51.2 | 48.4 | 52.5 | 41.3 |
| Citizenship | | | | |
| U.S.-born | — | — | — | 49.2 |
| Naturalized U.S. citizen | — | — | — | 37.5 |
| Non-U.S. citizen | — | — | — | 32.4 |

— Not available.

! Interpret data with caution (estimates are unstable).

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

NOTE: Literature in this indicator refers to any type of fiction, plays, and poetry that the respondent felt should be included and not just what literary critics might consider literature. See *supplemental note 2* for more information on the Current Population Survey (CPS). See *supplemental note 3* for more information on the Survey of Public Participation in the Arts (SPPA).

SOURCE: National Endowment for the Arts, Survey of Public Participation in the Arts as part of the 1982 Bureau of the Census National Crime Survey, 1985 and 1992 Bureau of the Census National Crime Victimization Survey, and 2002 Bureau of the Census Current Population Survey, August Supplement, previously unpublished tabulation (February 2005).

Trends in Adult Literary Reading Habits

Table 15-2. Percentage of respondents age 25 or older who reported reading literature in the past 12 months, by highest educational attainment and selected characteristics: 2002

| Characteristic | Less than high school | High school diploma or equivalent | Some college | Bachelor's degree or higher |
|-----------------------------------|-----------------------|-----------------------------------|--------------|-----------------------------|
| Total | 18.9 | 38.1 | 53.0 | 66.8 |
| Sex | | | | |
| Male | 13.0 | 26.2 | 40.8 | 58.2 |
| Female | 24.5 | 47.7 | 63.4 | 76.0 |
| Race/ethnicity¹ | | | | |
| American Indian | 3.0! | 45.7 | 75.7 | 59.1 |
| Asian/Pacific Islander | 16.9 | 29.4 | 44.9 | 50.2 |
| Black | 18.2 | 29.2 | 46.7 | 60.3 |
| White | 21.6 | 40.6 | 55.5 | 69.6 |
| Hispanic | 15.3 | 30.8 | 36.1 | 53.8 |
| Age | | | | |
| 25–34 | 24.2 | 33.9 | 52.8 | 64.9 |
| 35–44 | 16.5 | 35.3 | 52.4 | 62.8 |
| 45–54 | 18.7 | 39.6 | 53.5 | 69.4 |
| 55–64 | 17.6 | 41.2 | 54.5 | 70.3 |
| 65 or older | 18.2 | 40.9 | 51.7 | 70.3 |
| Family income | | | | |
| Less than \$15,000 | 18.9 | 36.6 | 49.4 | 64.4 |
| \$15,000–29,999 | 18.3 | 35.5 | 49.9 | 65.5 |
| \$30,000–49,999 | 19.6 | 36.8 | 54.1 | 68.0 |
| \$50,000–74,999 | 21.0 | 40.5 | 54.5 | 66.6 |
| \$75,000 or more | 26.3 | 44.9 | 58.7 | 68.0 |
| Employment status | | | | |
| Employed | 17.7 | 37.4 | 52.5 | 65.4 |
| Looking for work | 12.5! | 36.9 | 53.0 | 70.5 |
| Not in labor force | 20.2 | 39.3 | 54.1 | 71.7 |
| Community type | | | | |
| Urban | 17.8 | 38.8 | 55.0 | 70.2 |
| Suburban | 21.8 | 37.5 | 52.6 | 64.3 |
| Rural | 15.6 | 37.0 | 49.7 | 67.9 |
| Citizenship | | | | |
| U.S.-born | 19.9 | 38.9 | 53.8 | 69.2 |
| Naturalized U.S. citizen | 17.2 | 28.4 | 42.7 | 51.7 |
| Non-U.S. citizen | 15.9 | 33.6 | 44.0 | 53.9 |

! Interpret data with caution (estimates are unstable).

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

NOTE: Literature in this indicator refers to any type of fiction, plays, and poetry that the respondent felt should be included and not just what literary critics might consider literature. See *supplemental note 2* for more information about the Current Population Survey (CPS). See *supplemental note 3* for more information on the Survey of Public Participation in the Arts (SPPA).

SOURCE: National Endowment for the Arts, Survey of Public Participation in the Arts as part of the 2002 Bureau of the Census Current Population Survey, August Supplement, previously unpublished tabulation (February 2005).

Annual Earnings of Young Adults by Race/Ethnicity

Table 16-1. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity: 1977–2003

[In constant 2003 dollars]

| Year | Black | White | Hispanic |
|------|----------|----------|----------|
| 1977 | \$29,800 | \$38,100 | \$32,400 |
| 1978 | 31,100 | 37,900 | 32,700 |
| 1979 | 29,400 | 37,700 | 30,700 |
| 1980 | 27,400 | 35,700 | 30,000 |
| 1981 | 27,600 | 34,500 | 28,200 |
| 1982 | 27,700 | 34,200 | 28,100 |
| 1983 | 26,800 | 34,400 | 29,000 |
| 1984 | 25,600 | 35,400 | 29,600 |
| 1985 | 26,400 | 35,600 | 28,600 |
| 1986 | 26,300 | 35,600 | 29,900 |
| 1987 | 26,900 | 34,900 | 29,800 |
| 1988 | 26,600 | 34,500 | 28,500 |
| 1989 | 26,900 | 34,600 | 27,600 |
| 1990 | 25,600 | 33,700 | 26,300 |
| 1991 | 24,900 | 33,600 | 27,000 |
| 1992 | 26,300 | 33,400 | 26,600 |
| 1993 | 24,700 | 32,600 | 25,800 |
| 1994 | 25,900 | 32,300 | 25,700 |
| 1995 | 25,700 | 32,200 | 24,800 |
| 1996 | 25,700 | 32,100 | 25,200 |
| 1997 | 26,300 | 33,700 | 25,500 |
| 1998 | 28,100 | 34,900 | 25,700 |
| 1999 | 28,100 | 35,200 | 25,500 |
| 2000 | 27,700 | 34,700 | 27,300 |
| 2001 | 28,100 | 35,800 | 26,500 |
| 2002 | 28,500 | 36,100 | 27,000 |
| 2003 | 28,600 | 35,400 | 26,500 |

NOTE: Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Earnings presented in constant dollars by means of price indexes to eliminate inflationary factors and allow direct comparison across years. In 1994, the survey methodology for the Current Population Survey (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), Annual Social and Economic Supplement, 1978–2004, previously unpublished tabulation (January 2005).

Annual Earnings of Young Adults by Race/Ethnicity

Table 16-2. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: 1977–2003

[In constant 2003 dollars]

| Year | Black | | | | White | | | | Hispanic | | | |
|------|-------------|-----------------------------------|--------------|-----------------------------|-------------|-----------------------------------|--------------|-----------------------------|-------------|-----------------------------------|--------------|-----------------------------|
| | Grades 9–11 | High school diploma or equivalent | Some college | Bachelor's degree or higher | Grades 9–11 | High school diploma or equivalent | Some college | Bachelor's degree or higher | Grades 9–11 | High school diploma or equivalent | Some college | Bachelor's degree or higher |
| 1977 | \$21,400 | \$28,200 | \$31,800 | \$39,100 | \$31,900 | \$35,900 | \$38,200 | \$43,200 | \$29,200 | \$30,600 | \$33,200 | \$37,900 |
| 1978 | 23,600 | 29,500 | 33,800 | 37,100 | 31,200 | 34,500 | 37,900 | 43,200 | 28,300 | 31,800 | 33,300 | 39,300 |
| 1979 | 23,800 | 27,700 | 31,500 | 37,800 | 30,300 | 33,900 | 38,300 | 42,100 | 26,400 | 29,200 | 35,200 | 39,600 |
| 1980 | 20,100 | 26,400 | 28,900 | 34,900 | 28,400 | 32,800 | 35,700 | 40,300 | 26,500 | 27,300 | 34,000 | 37,000 |
| 1981 | 20,300 | 26,800 | 28,300 | 33,600 | 26,200 | 31,400 | 34,400 | 40,900 | 24,900 | 25,900 | 31,900 | 35,600 |
| 1982 | 21,600 | 25,200 | 28,100 | 32,300 | 24,200 | 30,400 | 35,000 | 39,700 | 20,800 | 27,900 | 29,800 | 37,300 |
| 1983 | 18,200 | 24,000 | 29,200 | 33,300 | 24,800 | 30,900 | 35,200 | 39,700 | 22,500 | 27,200 | 31,200 | 34,700 |
| 1984 | 17,700 | 23,000 | 26,700 | 35,300 | 26,400 | 31,400 | 35,500 | 40,300 | 25,300 | 28,300 | 30,100 | 37,400 |
| 1985 | 18,100 | 24,600 | 26,500 | 35,500 | 26,700 | 30,800 | 35,700 | 43,400 | 22,600 | 26,500 | 32,500 | 41,200 |
| 1986 | 19,100 | 24,100 | 27,500 | 35,500 | 26,400 | 30,900 | 35,800 | 43,700 | 23,700 | 28,300 | 30,600 | 41,100 |
| 1987 | 21,400 | 23,800 | 28,900 | 34,700 | 26,100 | 30,800 | 34,100 | 44,100 | 21,900 | 27,600 | 31,400 | 41,000 |
| 1988 | 19,700 | 24,000 | 29,900 | 34,100 | 25,500 | 30,800 | 34,300 | 43,300 | 21,700 | 26,600 | 32,500 | 37,900 |
| 1989 | 20,200 | 24,500 | 28,400 | 35,100 | 25,400 | 30,200 | 34,500 | 44,000 | 22,100 | 26,100 | 30,900 | 38,400 |
| 1990 | 18,000 | 23,000 | 27,900 | 36,900 | 24,000 | 29,100 | 33,300 | 42,500 | 20,800 | 24,300 | 29,700 | 38,500 |
| 1991 | 16,800 | 22,500 | 26,900 | 34,300 | 24,000 | 28,600 | 33,200 | 42,500 | 20,500 | 24,500 | 30,500 | 36,300 |
| 1992 | 19,100 | 22,200 | 27,200 | 36,400 | 22,600 | 28,200 | 32,400 | 42,000 | 18,300 | 24,900 | 30,000 | 36,300 |
| 1993 | 17,100 | 21,300 | 25,400 | 34,000 | 22,700 | 27,500 | 31,500 | 42,400 | 19,300 | 23,500 | 27,800 | 34,700 |
| 1994 | 18,300 | 22,200 | 26,300 | 31,800 | 22,300 | 27,400 | 31,200 | 41,600 | 17,400 | 24,300 | 28,800 | 36,200 |
| 1995 | 17,500 | 21,800 | 27,100 | 33,600 | 22,100 | 26,900 | 30,600 | 41,800 | 19,200 | 23,000 | 25,300 | 37,200 |
| 1996 | 18,900 | 22,600 | 27,100 | 34,700 | 23,700 | 27,900 | 30,900 | 41,000 | 18,600 | 23,700 | 27,600 | 36,900 |
| 1997 | 17,200 | 24,000 | 27,400 | 35,200 | 23,700 | 29,000 | 31,200 | 41,300 | 20,000 | 23,900 | 27,300 | 37,800 |
| 1998 | 19,300 | 23,500 | 28,800 | 37,700 | 23,100 | 29,300 | 32,700 | 43,000 | 18,800 | 25,000 | 29,300 | 37,200 |
| 1999 | 17,900 | 25,000 | 27,400 | 36,200 | 24,500 | 29,000 | 33,600 | 44,700 | 19,200 | 23,600 | 28,500 | 39,900 |
| 2000 | 20,300 | 22,900 | 28,100 | 37,700 | 22,600 | 29,400 | 33,000 | 43,900 | 20,000 | 24,900 | 29,800 | 40,500 |
| 2001 | 21,300 | 24,100 | 28,100 | 38,400 | 23,100 | 28,900 | 33,000 | 43,800 | 21,100 | 24,500 | 29,900 | 38,600 |
| 2002 | 20,300 | 25,200 | 28,600 | 39,000 | 24,000 | 29,000 | 32,700 | 43,900 | 20,900 | 25,600 | 29,500 | 41,500 |
| 2003 | 17,900 | 25,500 | 27,300 | 40,900 | 23,100 | 29,100 | 31,900 | 43,400 | 21,100 | 24,000 | 30,600 | 37,600 |

NOTE: Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Earnings presented in constant dollars by means of price indexes to eliminate inflationary factors and allow direct comparison across years. 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 of the CPS. The Consumer Price Index (CPI) was used to adjust earnings into constant dollars. See *supplemental note 9* for further discussion of the CPI.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Annual Social and Economic Supplement, 1978–2004, previously unpublished tabulation (January 2005).

Annual Earnings of Young Adults by Race/Ethnicity

Table 16-3. Ratio of median annual earnings of 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 equivalent, by race/ethnicity: 1977–2003

| Year | Total population | | | Grades 9–11 | | | Some college | | | Bachelor’s degree or higher | | |
|------|------------------|-------|----------|-------------|-------|----------|--------------|-------|----------|-----------------------------|-------|----------|
| | Black | White | Hispanic | Black | White | Hispanic | Black | White | Hispanic | Black | White | Hispanic |
| 1977 | 1.06 | 1.06 | 1.06 | 0.76 | 0.89 | 0.95 | 1.13 | 1.06 | 1.08 | 1.39 | 1.20 | 1.24 |
| 1978 | 1.05 | 1.10 | 1.03 | 0.80 | 0.90 | 0.89 | 1.15 | 1.10 | 1.05 | 1.26 | 1.25 | 1.24 |
| 1979 | 1.06 | 1.11 | 1.05 | 0.86 | 0.89 | 0.90 | 1.14 | 1.13 | 1.21 | 1.36 | 1.24 | 1.36 |
| 1980 | 1.04 | 1.09 | 1.10 | 0.76 | 0.87 | 0.97 | 1.09 | 1.09 | 1.25 | 1.32 | 1.23 | 1.36 |
| 1981 | 1.03 | 1.10 | 1.09 | 0.76 | 0.83 | 0.96 | 1.06 | 1.10 | 1.23 | 1.25 | 1.30 | 1.37 |
| 1982 | 1.10 | 1.13 | 1.01 | 0.86 | 0.80 | 0.75 | 1.12 | 1.15 | 1.07 | 1.28 | 1.31 | 1.34 |
| 1983 | 1.12 | 1.11 | 1.07 | 0.76 | 0.80 | 0.83 | 1.22 | 1.14 | 1.15 | 1.39 | 1.28 | 1.28 |
| 1984 | 1.11 | 1.13 | 1.05 | 0.77 | 0.84 | 0.89 | 1.16 | 1.13 | 1.06 | 1.53 | 1.28 | 1.32 |
| 1985 | 1.07 | 1.16 | 1.08 | 0.74 | 0.87 | 0.85 | 1.08 | 1.16 | 1.23 | 1.44 | 1.41 | 1.55 |
| 1986 | 1.09 | 1.15 | 1.06 | 0.79 | 0.85 | 0.84 | 1.14 | 1.16 | 1.08 | 1.47 | 1.41 | 1.45 |
| 1987 | 1.13 | 1.13 | 1.08 | 0.90 | 0.85 | 0.79 | 1.21 | 1.11 | 1.14 | 1.46 | 1.43 | 1.49 |
| 1988 | 1.11 | 1.12 | 1.07 | 0.82 | 0.83 | 0.82 | 1.25 | 1.11 | 1.22 | 1.42 | 1.41 | 1.42 |
| 1989 | 1.10 | 1.15 | 1.06 | 0.82 | 0.84 | 0.85 | 1.16 | 1.14 | 1.18 | 1.43 | 1.46 | 1.47 |
| 1990 | 1.11 | 1.16 | 1.08 | 0.78 | 0.82 | 0.86 | 1.21 | 1.14 | 1.22 | 1.60 | 1.46 | 1.58 |
| 1991 | 1.11 | 1.17 | 1.10 | 0.75 | 0.84 | 0.84 | 1.20 | 1.16 | 1.24 | 1.52 | 1.49 | 1.48 |
| 1992 | 1.18 | 1.18 | 1.07 | 0.86 | 0.80 | 0.73 | 1.23 | 1.15 | 1.20 | 1.64 | 1.49 | 1.46 |
| 1993 | 1.16 | 1.19 | 1.10 | 0.80 | 0.83 | 0.82 | 1.19 | 1.15 | 1.18 | 1.60 | 1.54 | 1.48 |
| 1994 | 1.17 | 1.18 | 1.06 | 0.82 | 0.81 | 0.72 | 1.18 | 1.14 | 1.19 | 1.43 | 1.52 | 1.49 |
| 1995 | 1.18 | 1.20 | 1.08 | 0.80 | 0.82 | 0.83 | 1.24 | 1.14 | 1.10 | 1.54 | 1.55 | 1.62 |
| 1996 | 1.14 | 1.15 | 1.06 | 0.84 | 0.85 | 0.78 | 1.20 | 1.11 | 1.16 | 1.54 | 1.47 | 1.56 |
| 1997 | 1.10 | 1.16 | 1.07 | 0.72 | 0.82 | 0.84 | 1.14 | 1.08 | 1.14 | 1.47 | 1.42 | 1.58 |
| 1998 | 1.20 | 1.19 | 1.03 | 0.82 | 0.79 | 0.75 | 1.23 | 1.12 | 1.17 | 1.60 | 1.47 | 1.49 |
| 1999 | 1.12 | 1.21 | 1.08 | 0.72 | 0.84 | 0.81 | 1.10 | 1.16 | 1.21 | 1.45 | 1.54 | 1.69 |
| 2000 | 1.21 | 1.18 | 1.10 | 0.89 | 0.77 | 0.80 | 1.23 | 1.12 | 1.20 | 1.65 | 1.49 | 1.63 |
| 2001 | 1.17 | 1.24 | 1.08 | 0.88 | 0.80 | 0.86 | 1.17 | 1.14 | 1.22 | 1.59 | 1.52 | 1.58 |
| 2002 | 1.13 | 1.24 | 1.05 | 0.81 | 0.83 | 0.82 | 1.13 | 1.13 | 1.15 | 1.55 | 1.51 | 1.62 |
| 2003 | 1.12 | 1.22 | 1.10 | 0.70 | 0.79 | 0.88 | 1.07 | 1.10 | 1.28 | 1.60 | 1.49 | 1.57 |

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.49 for Whites in 2003 whose highest level of education is a bachelor’s degree or higher indicates that they earned 49 percent more than Whites who had a high school diploma or equivalent. The ratio of 0.70 for Blacks in 2003 whose highest education level was grades 9–11 indicates that they earned 30 percent less than Blacks who had a high school diploma or equivalent. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. 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), Annual Social and Economic Supplement, 1978–2004, previously unpublished tabulation (January 2005).

Annual Earnings of Young Adults by Race/Ethnicity

Table 16-4. Ratio of median annual earnings of White to Black and White to Hispanic full-time, full-year wage and salary workers ages 25–34, by educational attainment: 1977–2003

| Year | Ratio of White to Black | | | | | Ratio of White to Hispanic | | | | |
|------|-------------------------|-------------|-----------------------------------|--------------|-----------------------------|----------------------------|-------------|-----------------------------------|--------------|-----------------------------|
| | Total population | Grades 9–11 | High school diploma or equivalent | Some college | Bachelor's degree or higher | Total population | Grades 9–11 | High school diploma or equivalent | Some college | Bachelor's degree or higher |
| 1977 | 1.28 | 1.49 | 1.27 | 1.20 | 1.10 | 1.18 | 1.09 | 1.17 | 1.15 | 1.14 |
| 1978 | 1.22 | 1.32 | 1.17 | 1.12 | 1.16 | 1.16 | 1.10 | 1.08 | 1.14 | 1.10 |
| 1979 | 1.28 | 1.27 | 1.22 | 1.22 | 1.11 | 1.23 | 1.15 | 1.16 | 1.09 | 1.06 |
| 1980 | 1.30 | 1.41 | 1.24 | 1.24 | 1.15 | 1.19 | 1.07 | 1.20 | 1.05 | 1.09 |
| 1981 | 1.25 | 1.29 | 1.17 | 1.22 | 1.22 | 1.22 | 1.05 | 1.21 | 1.08 | 1.15 |
| 1982 | 1.23 | 1.12 | 1.21 | 1.25 | 1.23 | 1.22 | 1.16 | 1.09 | 1.17 | 1.06 |
| 1983 | 1.28 | 1.36 | 1.29 | 1.21 | 1.19 | 1.19 | 1.10 | 1.14 | 1.13 | 1.14 |
| 1984 | 1.38 | 1.49 | 1.37 | 1.33 | 1.14 | 1.20 | 1.04 | 1.11 | 1.18 | 1.08 |
| 1985 | 1.35 | 1.48 | 1.25 | 1.35 | 1.22 | 1.24 | 1.18 | 1.16 | 1.10 | 1.05 |
| 1986 | 1.35 | 1.38 | 1.28 | 1.30 | 1.23 | 1.19 | 1.11 | 1.09 | 1.17 | 1.06 |
| 1987 | 1.30 | 1.22 | 1.29 | 1.18 | 1.27 | 1.17 | 1.19 | 1.12 | 1.09 | 1.08 |
| 1988 | 1.30 | 1.29 | 1.28 | 1.15 | 1.27 | 1.21 | 1.18 | 1.16 | 1.06 | 1.14 |
| 1989 | 1.29 | 1.26 | 1.23 | 1.21 | 1.25 | 1.25 | 1.15 | 1.16 | 1.12 | 1.15 |
| 1990 | 1.32 | 1.33 | 1.27 | 1.19 | 1.15 | 1.28 | 1.15 | 1.20 | 1.12 | 1.10 |
| 1991 | 1.35 | 1.43 | 1.27 | 1.23 | 1.24 | 1.24 | 1.17 | 1.17 | 1.09 | 1.17 |
| 1992 | 1.27 | 1.18 | 1.27 | 1.19 | 1.15 | 1.26 | 1.23 | 1.13 | 1.08 | 1.16 |
| 1993 | 1.32 | 1.33 | 1.29 | 1.24 | 1.25 | 1.26 | 1.18 | 1.17 | 1.13 | 1.22 |
| 1994 | 1.25 | 1.22 | 1.23 | 1.19 | 1.31 | 1.26 | 1.28 | 1.13 | 1.08 | 1.15 |
| 1995 | 1.25 | 1.26 | 1.23 | 1.13 | 1.24 | 1.30 | 1.15 | 1.17 | 1.21 | 1.12 |
| 1996 | 1.25 | 1.25 | 1.23 | 1.14 | 1.18 | 1.27 | 1.27 | 1.18 | 1.12 | 1.11 |
| 1997 | 1.28 | 1.38 | 1.21 | 1.14 | 1.17 | 1.32 | 1.19 | 1.21 | 1.14 | 1.09 |
| 1998 | 1.24 | 1.20 | 1.25 | 1.14 | 1.14 | 1.36 | 1.23 | 1.17 | 1.12 | 1.16 |
| 1999 | 1.25 | 1.37 | 1.16 | 1.23 | 1.23 | 1.38 | 1.28 | 1.23 | 1.18 | 1.12 |
| 2000 | 1.25 | 1.11 | 1.28 | 1.17 | 1.16 | 1.27 | 1.13 | 1.18 | 1.11 | 1.08 |
| 2001 | 1.27 | 1.08 | 1.20 | 1.17 | 1.14 | 1.35 | 1.09 | 1.18 | 1.10 | 1.13 |
| 2002 | 1.27 | 1.18 | 1.15 | 1.14 | 1.13 | 1.34 | 1.15 | 1.13 | 1.11 | 1.06 |
| 2003 | 1.24 | 1.29 | 1.14 | 1.17 | 1.06 | 1.34 | 1.09 | 1.21 | 1.04 | 1.15 |

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.24 for the total population ratio of Whites to Blacks in 2003 indicates that Whites earned 24 percent more than Blacks, on average. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. 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), Annual Social and Economic Supplement, 1978–2004, previously unpublished tabulation (January 2005).

Employment Outcomes of Young Adults by Race/Ethnicity

Table 17-1. Percentage of adults ages 25–34, by employment status, educational attainment, and race/ethnicity: Selected years, 1971–2004

| Employment status, educational attainment, and race/ethnicity ¹ | 1971 | 1974 | 1977 | 1980 | 1983 | 1986 | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 |
|----------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Employed full time | | | | | | | | | | | | |
| Total | 46.1 | 50.4 | 48.5 | 52.2 | 48.6 | 54.0 | 57.5 | 54.2 | 57.5 | 60.4 | 62.3 | 58.8 |
| Less than high school | 36.7 | 40.0 | 34.2 | 35.7 | 29.4 | 34.7 | 38.6 | 33.1 | 38.3 | 44.9 | 47.7 | 45.5 |
| High school diploma or equivalent | 45.8 | 48.7 | 46.1 | 49.9 | 45.3 | 51.8 | 55.6 | 53.3 | 56.6 | 59.5 | 61.4 | 57.6 |
| Some college | 48.9 | 52.8 | 51.1 | 55.2 | 50.2 | 55.7 | 60.0 | 57.0 | 58.5 | 60.5 | 63.4 | 57.9 |
| Bachelor's degree or higher | 58.6 | 62.4 | 60.4 | 63.2 | 63.3 | 67.0 | 69.3 | 65.0 | 67.6 | 68.0 | 68.1 | 66.4 |
| Black | 46.3 | 47.7 | 45.3 | 47.4 | 42.9 | 48.7 | 49.7 | 47.3 | 52.1 | 56.8 | 60.3 | 54.4 |
| Less than high school | 37.3 | 37.2 | 33.5 | 29.7 | 26.1 | 26.3 | 26.9 | 26.8 | 24.6 | 37.0 | 33.2 | 32.9 |
| High school diploma or equivalent | 49.8 | 49.8 | 44.7 | 49.6 | 41.5 | 48.1 | 49.8 | 47.0 | 49.5 | 55.2 | 57.5 | 52.2 |
| Some college | 59.4 | 56.7 | 50.8 | 56.9 | 48.4 | 52.2 | 55.6 | 53.9 | 59.7 | 59.4 | 64.8 | 53.6 |
| Bachelor's degree or higher | 64.5 | 65.0 | 68.6 | 58.1 | 64.3 | 73.7 | 68.7 | 65.9 | 70.8 | 71.7 | 75.6 | 71.9 |
| White | 46.6 | 51.4 | 49.5 | 53.7 | 50.2 | 56.0 | 59.9 | 56.8 | 60.2 | 62.1 | 64.2 | 60.6 |
| Less than high school | 36.9 | 41.6 | 34.4 | 37.7 | 29.6 | 36.3 | 40.0 | 33.0 | 40.2 | 43.4 | 46.3 | 43.4 |
| High school diploma or equivalent | 45.4 | 48.9 | 46.3 | 50.2 | 45.9 | 52.9 | 57.3 | 55.4 | 58.8 | 60.5 | 62.4 | 58.0 |
| Some college | 48.3 | 52.7 | 51.5 | 55.4 | 50.9 | 56.8 | 60.9 | 57.8 | 58.9 | 61.0 | 63.8 | 58.8 |
| Bachelor's degree or higher | 58.7 | 62.5 | 60.5 | 64.0 | 63.9 | 67.0 | 70.1 | 66.3 | 68.5 | 68.6 | 69.2 | 67.0 |
| Hispanic | 38.9 | 42.5 | 41.9 | 45.0 | 42.5 | 46.4 | 51.1 | 46.3 | 50.1 | 56.7 | 58.6 | 56.7 |
| Less than high school | 35.2 | 37.2 | 34.3 | 36.3 | 32.6 | 36.8 | 43.5 | 36.4 | 40.9 | 48.7 | 51.7 | 49.4 |
| High school diploma or equivalent | 44.7 | 44.5 | 46.0 | 49.8 | 47.1 | 50.2 | 52.9 | 49.5 | 54.9 | 60.4 | 62.4 | 60.9 |
| Some college | 42.7 | 47.9 | 50.2 | 52.4 | 50.6 | 53.2 | 57.9 | 57.1 | 57.1 | 61.7 | 63.4 | 60.1 |
| Bachelor's degree or higher | 37.1 | 60.5 | 55.4 | 56.6 | 56.1 | 63.7 | 63.1 | 57.5 | 61.1 | 65.5 | 62.9 | 64.7 |
| Employed part time | | | | | | | | | | | | |
| Total | 18.7 | 18.5 | 21.8 | 21.9 | 22.3 | 21.3 | 20.0 | 21.3 | 20.2 | 19.6 | 18.0 | 17.4 |
| Less than high school | 20.9 | 20.5 | 22.3 | 23.2 | 21.4 | 22.1 | 21.0 | 22.4 | 21.4 | 18.4 | 18.0 | 16.7 |
| High school diploma or equivalent | 18.5 | 17.4 | 21.7 | 21.5 | 21.8 | 21.6 | 20.4 | 21.1 | 19.6 | 18.6 | 17.8 | 15.7 |
| Some college | 18.2 | 18.8 | 22.2 | 22.1 | 24.8 | 22.4 | 20.9 | 21.6 | 20.8 | 21.0 | 18.3 | 18.6 |
| Bachelor's degree or higher | 16.3 | 18.5 | 21.4 | 21.4 | 21.4 | 19.3 | 17.9 | 20.9 | 19.8 | 19.8 | 17.8 | 18.2 |
| Black | 22.7 | 20.8 | 21.6 | 20.8 | 18.2 | 18.3 | 18.5 | 19.3 | 17.7 | 19.0 | 15.6 | 15.0 |
| Less than high school | 23.7 | 22.3 | 20.3 | 22.5 | 17.3 | 18.2 | 15.5 | 14.6 | 15.6 | 16.0 | 16.9 | 12.9 |
| High school diploma or equivalent | 24.4 | 19.6 | 23.3 | 19.6 | 17.2 | 17.9 | 17.6 | 19.4 | 18.7 | 19.9 | 15.2 | 14.7 |
| Some college | 15.8 | 20.7 | 21.2 | 18.1 | 21.3 | 20.4 | 22.3 | 21.4 | 18.0 | 19.9 | 17.1 | 16.6 |
| Bachelor's degree or higher | 17.0 | 21.3 | 19.0 | 26.0 | 17.8 | 16.1 | 19.0 | 21.3 | 16.6 | 17.1 | 12.9 | 13.8 |
| White | 18.1 | 18.0 | 21.9 | 21.9 | 23.1 | 22.0 | 20.2 | 21.5 | 20.7 | 20.2 | 18.5 | 18.6 |
| Less than high school | 20.4 | 19.6 | 23.2 | 23.6 | 22.5 | 24.4 | 21.8 | 24.1 | 22.2 | 21.2 | 20.3 | 19.4 |
| High school diploma or equivalent | 18.0 | 16.9 | 21.6 | 21.9 | 22.8 | 22.4 | 20.9 | 21.2 | 20.3 | 18.5 | 18.6 | 16.7 |
| Some college | 18.1 | 18.6 | 22.1 | 22.5 | 25.7 | 23.0 | 21.0 | 21.8 | 21.6 | 21.9 | 18.5 | 19.4 |
| Bachelor's degree or higher | 16.0 | 18.4 | 21.4 | 20.8 | 21.6 | 19.7 | 17.9 | 20.6 | 19.9 | 19.9 | 18.1 | 19.4 |
| Hispanic | 20.9 | 22.0 | 20.7 | 21.7 | 20.1 | 19.5 | 21.0 | 22.4 | 20.0 | 17.4 | 17.4 | 15.9 |
| Less than high school | 20.3 | 22.6 | 20.5 | 23.1 | 20.9 | 19.9 | 23.0 | 23.7 | 22.7 | 17.0 | 16.9 | 15.6 |
| High school diploma or equivalent | 17.6 | 22.2 | 18.4 | 20.1 | 19.2 | 18.8 | 19.1 | 21.4 | 17.0 | 17.2 | 17.5 | 14.2 |
| Some college | 29.1 | 23.3 | 23.7 | 22.3 | 20.6 | 21.0 | 20.8 | 20.5 | 17.7 | 17.2 | 17.6 | 18.1 |
| Bachelor's degree or higher | 33.9 | 14.1 | 26.1 | 20.4 | 19.6 | 18.2 | 19.2 | 23.9 | 22.3 | 20.2 | 18.3 | 16.9 |

See notes at end of table.

Employment Outcomes of Young Adults by Race/Ethnicity

Table 17-1. Percentage of adults ages 25–34, by employment status, educational attainment, and race/ethnicity: Selected years, 1971–2004—Continued

| Employment status, educational attainment, and race/ethnicity ¹ | 1971 | 1974 | 1977 | 1980 | 1983 | 1986 | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 |
|----------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Unemployed | | | | | | | | | | | | |
| Total | 4.1 | 3.3 | 5.4 | 5.1 | 9.3 | 6.0 | 4.6 | 6.8 | 4.8 | 4.3 | 3.1 | 5.2 |
| Less than high school | 6.4 | 5.3 | 9.7 | 8.8 | 15.6 | 12.0 | 8.8 | 12.1 | 8.9 | 9.6 | 5.8 | 8.8 |
| High school diploma or equivalent | 3.6 | 3.1 | 5.6 | 5.8 | 11.4 | 7.2 | 5.2 | 8.1 | 5.5 | 5.2 | 3.8 | 6.3 |
| Some college | 3.6 | 3.0 | 4.6 | 4.7 | 8.0 | 4.5 | 3.5 | 5.8 | 4.2 | 3.6 | 2.6 | 5.2 |
| Bachelor's degree or higher | 2.4 | 2.2 | 2.9 | 2.1 | 3.7 | 2.0 | 2.1 | 2.7 | 2.4 | 1.5 | 1.7 | 2.6 |
| Black | 5.8 | 5.9 | 10.4 | 10.1 | 17.4 | 10.8 | 9.4 | 11.1 | 8.2 | 8.4 | 6.2 | 8.7 |
| Less than high school | 8.0 | 7.3 | 13.5 | 13.5 | 19.6 | 15.1 | 15.1 | 14.1 | 12.6 | 19.4 | 14.2 | 15.3 |
| High school diploma or equivalent | 4.9 | 5.2 | 10.5 | 10.7 | 20.0 | 12.3 | 10.2 | 13.0 | 9.6 | 8.0 | 7.3 | 9.6 |
| Some college | 2.0 | 6.0 | 10.3 | 8.4 | 14.3 | 8.9 | 6.6 | 9.2 | 5.5 | 7.2 | 3.8 | 8.8 |
| Bachelor's degree or higher | 2.8 | 3.5 | 2.9 | 4.3 | 10.1 | 2.9 | 4.0 | 3.4 | 5.1 | 2.9 | 2.7 | 3.2 |
| White | 3.8 | 2.9 | 4.8 | 4.3 | 8.0 | 5.1 | 3.7 | 6.0 | 3.8 | 3.3 | 2.5 | 4.4 |
| Less than high school | 6.1 | 4.6 | 9.2 | 7.8 | 15.4 | 11.7 | 7.8 | 13.4 | 8.7 | 8.5 | 5.1 | 9.6 |
| High school diploma or equivalent | 3.4 | 2.8 | 5.0 | 5.2 | 9.9 | 6.4 | 4.3 | 7.0 | 4.3 | 4.7 | 3.3 | 5.8 |
| Some college | 3.6 | 2.7 | 4.0 | 4.1 | 6.8 | 3.6 | 2.8 | 5.3 | 3.9 | 2.8 | 2.4 | 4.5 |
| Bachelor's degree or higher | 2.3 | 2.1 | 2.9 | 1.9 | 3.1 | 1.9 | 1.8 | 2.6 | 2.0 | 1.3 | 1.4 | 2.3 |
| Hispanic | 5.0 | 5.0 | 6.6 | 6.5 | 11.0 | 8.2 | 6.0 | 8.1 | 6.7 | 5.4 | 3.5 | 5.7 |
| Less than high school | 5.4 | 6.4 | 7.5 | 7.8 | 13.7 | 10.6 | 7.9 | 9.1 | 7.9 | 7.3 | 4.4 | 7.3 |
| High school diploma or equivalent | 4.3 | 4.0 | 5.8 | 4.4 | 10.8 | 7.2 | 4.6 | 10.4 | 6.9 | 4.6 | 3.0 | 4.8 |
| Some college | 5.7 | 2.6 | 6.9 | 8.3 | 7.6 | 6.5 | 4.6 | 5.0 | 5.0 | 4.3 | 2.6 | 5.3 |
| Bachelor's degree or higher | 4.6 | 5.1 | 3.7 | 4.6 | 4.7 | 4.0 | 4.9 | 3.3 | 3.9 | 3.1 | 3.6 | 3.2 |
| Not in the labor force | | | | | | | | | | | | |
| Total | 29.5 | 26.3 | 23.0 | 19.7 | 18.7 | 17.4 | 16.9 | 16.7 | 16.4 | 14.9 | 15.9 | 17.9 |
| Less than high school | 35.6 | 33.8 | 33.4 | 32.1 | 33.4 | 31.0 | 31.5 | 32.5 | 31.4 | 27.1 | 28.4 | 29.0 |
| High school diploma or equivalent | 30.6 | 29.0 | 25.2 | 21.5 | 20.3 | 18.0 | 17.7 | 16.6 | 17.2 | 15.9 | 16.3 | 19.8 |
| Some college | 27.7 | 23.8 | 20.7 | 16.8 | 15.7 | 15.6 | 14.1 | 14.0 | 15.0 | 13.5 | 14.2 | 16.9 |
| Bachelor's degree or higher | 19.0 | 15.2 | 13.9 | 12.0 | 10.5 | 10.6 | 9.8 | 10.6 | 9.4 | 9.7 | 11.7 | 12.2 |
| Black | 24.1 | 24.4 | 21.1 | 20.2 | 20.3 | 20.1 | 20.7 | 20.9 | 20.2 | 14.4 | 16.8 | 21.1 |
| Less than high school | 30.9 | 32.9 | 32.6 | 34.0 | 36.9 | 40.4 | 42.2 | 44.5 | 47.2 | 27.5 | 35.4 | 38.9 |
| High school diploma or equivalent | 19.3 | 23.8 | 19.4 | 18.7 | 19.7 | 18.9 | 20.8 | 19.0 | 20.0 | 15.7 | 19.2 | 22.9 |
| Some college | 19.9 | 14.4 | 14.5 | 14.4 | 14.2 | 15.3 | 12.6 | 13.5 | 14.0 | 11.8 | 12.6 | 19.9 |
| Bachelor's degree or higher | 14.0 | 9.5 | 8.7 | 8.9 | 7.1 | 6.0 | 6.5 | 7.9 | 6.9 | 6.3 | 7.5 | 9.8 |
| White | 29.8 | 26.3 | 22.6 | 19.0 | 17.8 | 15.8 | 15.4 | 14.7 | 14.3 | 13.5 | 14.0 | 15.5 |
| Less than high school | 36.1 | 33.8 | 32.7 | 30.6 | 32.2 | 27.3 | 30.3 | 29.4 | 28.9 | 27.0 | 28.3 | 27.6 |
| High school diploma or equivalent | 31.8 | 29.8 | 25.9 | 21.5 | 20.3 | 17.1 | 16.5 | 15.6 | 15.8 | 15.5 | 15.0 | 18.8 |
| Some college | 28.5 | 24.5 | 21.3 | 17.1 | 15.6 | 15.2 | 14.1 | 13.4 | 14.2 | 12.9 | 13.9 | 15.7 |
| Bachelor's degree or higher | 19.1 | 15.2 | 13.6 | 12.0 | 10.3 | 10.2 | 9.4 | 9.6 | 8.6 | 9.4 | 10.6 | 10.6 |
| Hispanic | 34.1 | 29.1 | 29.7 | 26.0 | 25.6 | 24.9 | 21.1 | 22.8 | 22.7 | 20.1 | 20.0 | 21.3 |
| Less than high school | 39.1 | 33.8 | 37.6 | 32.8 | 32.6 | 32.5 | 25.6 | 30.9 | 28.5 | 27.0 | 26.9 | 27.7 |
| High school diploma or equivalent | 31.6 | 27.0 | 26.8 | 24.3 | 21.6 | 22.8 | 22.2 | 18.2 | 20.4 | 17.7 | 16.5 | 19.9 |
| Some college | 21.4 | 22.9 | 18.7 | 16.1 | 19.7 | 15.9 | 15.5 | 16.5 | 18.9 | 15.9 | 15.3 | 15.2 |
| Bachelor's degree or higher | 17.4 | 18.7 | 14.5 | 16.4 | 18.3 | 13.6 | 10.0 | 14.9 | 12.7 | 10.4 | 14.6 | 14.5 |

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Other race/ethnicities are included in the total but are not shown separately.

NOTE: Detail may not sum to totals because of rounding. Employment, unemployment, and not in the labor force rates in this indicator are the percentages of the total population. The labor force status was not available for a small percentage of respondents, but these respondents were included in the overall total population. 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 Commerce, Bureau of the Census, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1971–2004, previously unpublished tabulation (December 2004).

Kindergarten Entry and Retention

Table 18-1. Percentage distribution of kindergarten enrollment status, by selected characteristics: Fall 1998

| Characteristic | Total | First-time, entered on time | First-time, delayed entry | Repeating kindergarten |
|---------------------------------------|------------|--------------------------------|------------------------------|---------------------------|
| Total | 100 | 100 | 100 | 100 |
| Sex | | | | |
| Male | 51 | 49 | 60 | 66 |
| Female | 49 | 51 | 40 | 34 |
| Age in fall 1998 | | | | |
| 4 years, 8 months–4 years, 11 months | 7 | 7 | 2 | 3 |
| 5 years, 0 months–5 years, 3 months | 31 | 34 | 5 | 4 |
| 5 years, 4 months–5 years, 7 months | 31 | 33 | 10 | 10 |
| 5 years, 8 months–5 years, 11 months | 25 | 24 | 47 | 32 |
| 6 years, 0 months–6 years, 7 months | 6 | 2 | 36 | 51 |
| Race/ethnicity ¹ | | | | |
| Asian | 2 | 2 | 2 | 1 |
| Black | 17 | 17 | 14 | 19 |
| White | 64 | 64 | 72 | 61 |
| Other | 4 | 4 | 3 | 5 |
| Hispanic | 13 | 13 | 9 | 14 |
| Developmental difficulty ² | | | | |
| Yes | 17 | 16 | 20 | 28 |
| No | 83 | 84 | 80 | 72 |
| Poverty status ³ | | | | |
| Poor | 12 | 11 | 11 | 19 |
| Nonpoor | 88 | 89 | 89 | 81 |
| Parents' education | | | | |
| Less than high school | 7 | 7 | 6 | 17 |
| High school diploma or equivalent | 27 | 27 | 21 | 24 |
| Some college | 34 | 35 | 34 | 33 |
| Bachelor's degree or higher | 31 | 31 | 38 | 26 |
| Attended preschool ⁴ | | | | |
| Yes | 71 | 71 | 65 | 63 |
| No | 29 | 29 | 35 | 37 |
| Fall 1998 kindergarten program type | | | | |
| Half-day | 44 | 44 | 51 | 27 |
| Full-day | 56 | 56 | 49 | 73 |

¹ Black includes African American and Hispanic includes Latino. Other includes American Indian (including Alaska Native), Pacific Islander (including Native Hawaiian), and persons of more than one race. Race categories exclude Hispanic origin unless specified.

² A child with a "developmental difficulty" is defined as one whose parents reported in 1st grade that they had obtained a diagnosis from a professional for problems related to attention, activity, communication, hearing, or sight.

³ Poverty status refers to the child's family status for both kindergarten and 1st grade. "Poor" includes children whose family household income is below the federal poverty threshold in both the kindergarten and 1st-grade years.

⁴ Attended preschool was defined by children's attendance in either a center-based arrangement or in Head Start during the year prior to kindergarten.

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. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K).

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.

Status Dropout Rates by Race/Ethnicity

Table 19-1. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2002

| Year | Total | Race/ethnicity ¹ | | |
|------|-------|-----------------------------|-------|----------|
| | | Black | White | Hispanic |
| 1972 | 14.6 | 21.3 | 12.3 | 34.3 |
| 1973 | 14.1 | 22.2 | 11.6 | 33.5 |
| 1974 | 14.3 | 21.2 | 11.9 | 33.0 |
| 1975 | 13.9 | 22.9 | 11.4 | 29.2 |
| 1976 | 14.1 | 20.5 | 12.0 | 31.4 |
| 1977 | 14.1 | 19.8 | 11.9 | 33.0 |
| 1978 | 14.2 | 20.2 | 11.9 | 33.3 |
| 1979 | 14.6 | 21.1 | 12.0 | 33.8 |
| 1980 | 14.1 | 19.1 | 11.4 | 35.2 |
| 1981 | 13.9 | 18.4 | 11.4 | 33.2 |
| 1982 | 13.9 | 18.4 | 11.4 | 31.7 |
| 1983 | 13.7 | 18.0 | 11.2 | 31.6 |
| 1984 | 13.1 | 15.5 | 11.0 | 29.8 |
| 1985 | 12.6 | 15.2 | 10.4 | 27.6 |
| 1986 | 12.2 | 14.2 | 9.7 | 30.1 |
| 1987 | 12.7 | 14.1 | 10.4 | 28.6 |
| 1988 | 12.9 | 14.5 | 9.6 | 35.8 |
| 1989 | 12.6 | 13.9 | 9.4 | 33.0 |
| 1990 | 12.1 | 13.2 | 9.0 | 32.4 |
| 1991 | 12.5 | 13.6 | 8.9 | 35.3 |
| 1992 | 11.0 | 13.7 | 7.7 | 29.4 |
| 1993 | 11.0 | 13.6 | 7.9 | 27.5 |
| 1994 | 11.5 | 12.6 | 7.7 | 30.0 |
| 1995 | 12.0 | 12.1 | 8.6 | 30.0 |
| 1996 | 11.1 | 13.0 | 7.3 | 29.4 |
| 1997 | 11.0 | 13.4 | 7.6 | 25.3 |
| 1998 | 11.8 | 13.8 | 7.7 | 29.5 |
| 1999 | 11.2 | 12.6 | 7.3 | 28.6 |
| 2000 | 10.9 | 13.1 | 6.9 | 27.8 |
| 2001 | 10.7 | 10.9 | 7.3 | 27.0 |
| 2002 | 10.5 | 11.3 | 6.5 | 25.7 |

¹ Due to small sample sizes for most or all of the years shown in the table, American Indians/Alaska Natives and Asians/Pacific Islanders are included in the total but are not shown separately. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential relative to all 16- through 24-year-olds. High school credential includes a high school diploma or equivalent credential such as a GED. Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. See *supplemental note 2* for more information. 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.

Status Dropout Rates by Race/Ethnicity

Table 19-2. Status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2002

| Characteristic | Status dropout rate (percent) | Number of status dropouts (thousands) | Population (thousands) | Percent of all dropouts | Percent of population |
|---------------------------------------------------------|-------------------------------|---------------------------------------|------------------------|-------------------------|-----------------------|
| Total | 10.5 | 3,721 | 35,495 | 100.0 | 100.0 |
| Sex | | | | | |
| Male | 11.8 | 2,108 | 17,893 | 56.7 | 50.4 |
| Female | 9.2 | 1,612 | 17,602 | 43.3 | 49.6 |
| Race/ethnicity ¹ | | | | | |
| Asian/Pacific Islander | 3.9 | 65 | 1,652 | 1.7 | 4.7 |
| Black | 11.3 | 564 | 4,991 | 15.1 | 14.1 |
| White | 6.5 | 1,457 | 22,358 | 39.2 | 63.0 |
| Hispanic | 25.7 | 1,572 | 6,120 | 42.3 | 17.2 |
| Age | | | | | |
| 16 | 3.1 | 125 | 4,072 | 3.4 | 11.5 |
| 17 | 5.4 | 221 | 4,056 | 5.9 | 11.4 |
| 18 | 10.3 | 417 | 4,031 | 11.2 | 11.4 |
| 19 | 12.1 | 467 | 3,876 | 12.6 | 10.9 |
| 20–24 | 12.8 | 2,491 | 19,461 | 66.9 | 54.8 |
| Immigration status | | | | | |
| Born outside the 50 states and the District of Columbia | | | | | |
| Hispanic | 41.4 | 1,127 | 2,721 | 30.3 | 7.7 |
| Non-Hispanic | 5.3 | 113 | 2,107 | 3.0 | 5.9 |
| First generation ² | | | | | |
| Hispanic | 14.4 | 284 | 1,978 | 7.6 | 5.6 |
| Non-Hispanic | 3.5 | 69 | 1,997 | 1.9 | 5.6 |
| Second generation or more ³ | | | | | |
| Hispanic | 11.3 | 160 | 1,421 | 4.3 | 4.0 |
| Non-Hispanic | 7.8 | 1,967 | 25,272 | 52.9 | 71.2 |
| Region | | | | | |
| Northeast | 9.5 | 622 | 6,518 | 16.7 | 18.4 |
| Midwest | 9.0 | 758 | 8,460 | 20.4 | 23.8 |
| South | 12.2 | 1,458 | 11,997 | 39.2 | 33.8 |
| West | 10.4 | 882 | 8,520 | 23.7 | 24.0 |

¹ Due to small sample sizes, American Indians/Alaska Natives are included in the total but are not shown separately. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

² Individuals defined as “first generation” were born in the 50 states or the District of Columbia, and one or both of their parents were born outside the 50 states or the District of Columbia.

³ Individuals defined as “second generation or more” were born in the 50 states or the District of Columbia, as were both of their parents.

NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential relative to all 16- through 24-year-olds. High school credential includes a high school diploma or equivalent credential such as a GED. Detail may not sum to totals because of rounding. See *supplemental note 1* for more information on region. See *supplemental note 2* for more information about the Current Population Survey.

SOURCE: Laird, J., Lew, S., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2002* (NCES 2005–040), table 6. Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 2002.

Immediate Transition to College

Table 20-1. Percentage of high school completers who were enrolled in college the October after completing high school, by family income and race/ethnicity: 1972–2003

| Year | Total | Family income ¹ | | | Race/ethnicity ² | | | | | |
|------|-------|----------------------------|-----------------------------|--------|-----------------------------|--------|--------|-----------------------------|----------|-----------------------------|
| | | Low | | Middle | High | White | Black | | Hispanic | |
| | | Annual | 3-year average ³ | Annual | Annual | Annual | Annual | 3-year average ³ | Annual | 3-year average ³ |
| 1972 | 49.2 | 26.1 | † | 45.2 | 63.8 | 49.7 | 44.6 | † | 45.0 | † |
| 1973 | 46.6 | 20.3 | † | 40.9 | 64.4 | 47.8 | 32.5 | 41.4 | 54.1 | 48.8 |
| 1974 | 47.6 | — | † | — | — | 47.2 | 47.2 | 40.5 | 46.9 | 53.1 |
| 1975 | 50.7 | 31.2 | † | 46.2 | 64.5 | 51.1 | 41.7 | 44.5 | 58.0 | 52.7 |
| 1976 | 48.8 | 39.1 | 32.3 | 40.5 | 63.0 | 48.8 | 44.4 | 45.3 | 52.7 | 53.6 |
| 1977 | 50.6 | 27.7 | 32.4 | 44.2 | 66.3 | 50.8 | 49.5 | 46.8 | 50.8 | 48.8 |
| 1978 | 50.1 | 31.4 | 29.8 | 44.3 | 64.0 | 50.5 | 46.4 | 47.5 | 42.0 | 46.1 |
| 1979 | 49.3 | 30.5 | 31.6 | 43.2 | 63.2 | 49.9 | 46.7 | 45.2 | 45.0 | 46.3 |
| 1980 | 49.3 | 32.5 | 32.2 | 42.5 | 65.2 | 49.8 | 42.7 | 44.0 | 52.3 | 49.6 |
| 1981 | 53.9 | 33.6 | 32.9 | 49.2 | 67.6 | 54.9 | 42.7 | 40.3 | 52.1 | 48.7 |
| 1982 | 50.6 | 32.8 | 33.6 | 41.7 | 70.9 | 52.7 | 35.8 | 38.8 | 43.2 | 49.4 |
| 1983 | 52.7 | 34.6 | 34.0 | 45.2 | 70.3 | 55.0 | 38.2 | 38.0 | 54.2 | 46.7 |
| 1984 | 55.2 | 34.5 | 36.3 | 48.4 | 74.0 | 59.0 | 39.8 | 39.9 | 44.3 | 49.3 |
| 1985 | 57.7 | 40.2 | 35.9 | 50.6 | 74.6 | 60.1 | 42.2 | 39.5 | 51.0 | 46.1 |
| 1986 | 53.8 | 33.9 | 36.8 | 48.5 | 71.0 | 56.8 | 36.9 | 43.5 | 44.0 | 42.3 |
| 1987 | 56.8 | 36.9 | 37.6 | 50.0 | 73.8 | 58.6 | 52.2 | 44.2 | 33.5 | 45.0 |
| 1988 | 58.9 | 42.5 | 42.4 | 54.7 | 72.8 | 61.1 | 44.4 | 49.7 | 57.1 | 48.5 |
| 1989 | 59.6 | 48.1 | 45.6 | 55.4 | 70.7 | 60.7 | 53.4 | 48.0 | 55.1 | 52.7 |
| 1990 | 60.1 | 46.7 | 44.8 | 54.4 | 76.6 | 63.0 | 46.8 | 48.9 | 42.7 | 52.5 |
| 1991 | 62.5 | 39.5 | 42.2 | 58.4 | 78.2 | 65.4 | 46.4 | 47.2 | 57.2 | 52.6 |
| 1992 | 61.9 | 40.9 | 43.6 | 57.0 | 79.0 | 64.3 | 48.2 | 50.0 | 55.0 | 58.2 |
| 1993 | 62.6 | 50.4 | 44.7 | 56.9 | 79.3 | 62.9 | 55.6 | 51.3 | 62.2 | 55.7 |
| 1994 | 61.9 | 43.3 | 42.0 | 57.8 | 77.9 | 64.5 | 50.8 | 52.4 | 49.1 | 55.0 |
| 1995 | 61.9 | 34.2 | 42.1 | 56.0 | 83.5 | 64.3 | 51.2 | 52.9 | 53.7 | 51.6 |
| 1996 | 65.0 | 48.6 | 47.1 | 62.7 | 78.0 | 67.4 | 56.0 | 55.4 | 50.8 | 57.6 |
| 1997 | 67.0 | 57.0 | 50.6 | 60.7 | 82.2 | 68.2 | 58.5 | 58.8 | 65.6 | 55.3 |
| 1998 | 65.6 | 46.4 | 50.9 | 64.7 | 77.5 | 68.5 | 61.9 | 59.8 | 47.4 | 51.9 |
| 1999 | 62.9 | 49.4 | 48.5 | 59.4 | 76.1 | 66.3 | 58.9 | 58.6 | 42.3 | 47.4 |
| 2000 | 63.3 | 49.7 | 47.8 | 59.5 | 76.9 | 65.7 | 54.9 | 56.3 | 52.9 | 48.6 |
| 2001 | 61.7 | 43.8 | 50.0 | 56.3 | 79.9 | 64.2 | 54.6 | 56.3 | 51.7 | 52.7 |
| 2002 | 65.2 | 56.4 | 51.0 | 60.7 | 78.2 | 68.9 | 59.4 | 57.2 | 53.3 | 54.7 |
| 2003 | 63.9 | 52.8 | † | 57.6 | 80.1 | 66.2 | 57.5 | † | 58.6 | † |

— Not available. Data on family income were not available in 1974.

† Not applicable because data for one of the three consecutive years are missing or one of the years is not applicable.

¹ 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.

² Included in the total but not shown separately are high school completers from other racial/ethnic groups. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

³ Due to small sample sizes for the low-income, Black, and Hispanic categories, 3-year averages also were calculated for each category. For example, the 3-year average for Blacks in 1977 is the average percentage of Black high school completers ages 16–24 who were enrolled in college the October after completing high school in 1976, 1977, and 1978.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2003–067), table 18–1 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.

Immediate Transition to College

Table 20-2. Percentage of high school completers who were enrolled in college the October after completing high school, by sex and type of institution: 1972–2003

| Year | Total | | Male | | | Female | | |
|------|---------------------|---------------------|-------|---------------------|---------------------|--------|---------------------|---------------------|
| | 2-year ¹ | 4-year ¹ | Total | 2-year ¹ | 4-year ¹ | Total | 2-year ¹ | 4-year ¹ |
| 1972 | — | — | 52.7 | — | — | 46.0 | — | — |
| 1973 | 14.9 | 31.7 | 50.0 | 14.6 | 35.4 | 43.4 | 15.2 | 28.2 |
| 1974 | 15.2 | 32.4 | 49.4 | 16.6 | 32.8 | 45.9 | 13.9 | 32.0 |
| 1975 | 18.2 | 32.6 | 52.6 | 19.0 | 33.6 | 49.0 | 17.4 | 31.6 |
| 1976 | 15.6 | 33.3 | 47.2 | 14.5 | 32.7 | 50.3 | 16.6 | 33.8 |
| 1977 | 17.5 | 33.1 | 52.1 | 17.2 | 35.0 | 49.3 | 17.8 | 31.5 |
| 1978 | 17.0 | 33.1 | 51.1 | 15.6 | 35.5 | 49.3 | 18.3 | 31.0 |
| 1979 | 17.5 | 31.8 | 50.4 | 16.9 | 33.5 | 48.4 | 18.1 | 30.3 |
| 1980 | 19.4 | 29.9 | 46.7 | 17.1 | 29.7 | 51.8 | 21.6 | 30.2 |
| 1981 | 20.5 | 33.5 | 54.8 | 20.9 | 33.9 | 53.1 | 20.1 | 33.0 |
| 1982 | 19.1 | 31.5 | 49.1 | 17.5 | 31.6 | 52.0 | 20.6 | 31.4 |
| 1983 | 19.2 | 33.5 | 51.9 | 20.2 | 31.7 | 53.4 | 18.4 | 35.1 |
| 1984 | 19.4 | 35.8 | 56.0 | 17.7 | 38.4 | 54.5 | 21.0 | 33.5 |
| 1985 | 19.6 | 38.1 | 58.6 | 19.9 | 38.8 | 56.8 | 19.3 | 37.5 |
| 1986 | 19.3 | 34.5 | 55.8 | 21.3 | 34.5 | 51.9 | 17.3 | 34.6 |
| 1987 | 18.9 | 37.9 | 58.3 | 17.3 | 41.0 | 55.3 | 20.3 | 35.0 |
| 1988 | 21.9 | 37.1 | 57.1 | 21.3 | 35.8 | 60.7 | 22.4 | 38.3 |
| 1989 | 20.7 | 38.9 | 57.6 | 18.3 | 39.3 | 61.6 | 23.1 | 38.5 |
| 1990 | 20.1 | 40.0 | 58.0 | 19.6 | 38.4 | 62.2 | 20.6 | 41.6 |
| 1991 | 24.9 | 37.7 | 57.9 | 22.9 | 35.0 | 67.1 | 26.8 | 40.3 |
| 1992 | 23.0 | 38.9 | 60.0 | 22.1 | 37.8 | 63.8 | 23.9 | 40.0 |
| 1993 | 22.8 | 39.8 | 59.9 | 22.9 | 37.0 | 65.2 | 22.8 | 42.4 |
| 1994 | 21.0 | 40.9 | 60.6 | 23.0 | 37.5 | 63.2 | 19.1 | 44.1 |
| 1995 | 21.5 | 40.4 | 62.6 | 25.3 | 37.4 | 61.3 | 18.1 | 43.2 |
| 1996 | 23.1 | 41.9 | 60.1 | 21.5 | 38.5 | 69.7 | 24.6 | 45.1 |
| 1997 | 22.8 | 44.3 | 63.6 | 21.4 | 42.2 | 70.3 | 24.1 | 46.2 |
| 1998 | 24.4 | 41.3 | 62.4 | 24.4 | 38.0 | 69.1 | 24.3 | 44.8 |
| 1999 | 21.0 | 41.9 | 61.4 | 21.0 | 40.5 | 64.4 | 21.1 | 43.3 |
| 2000 | 21.4 | 41.9 | 59.9 | 23.1 | 36.8 | 66.2 | 20.0 | 46.2 |
| 2001 | 19.7 | 42.0 | 59.7 | 18.6 | 41.1 | 63.6 | 20.7 | 42.9 |
| 2002 | 21.7 | 43.5 | 62.1 | 20.5 | 41.7 | 68.3 | 23.0 | 45.3 |
| 2003 | 21.5 | 42.5 | 61.2 | 21.9 | 39.3 | 66.5 | 21.0 | 45.5 |

—Not available. Data on type of institution were not collected until 1973.

¹ For the years 1973 through 1986, among high school completers ages 16–24 who enrolled immediately in college, about 3–9 percent were not asked the question about the type of institution attended due to a skip pattern in the Current Population Survey (CPS). Such respondents were assumed to have the same probability of enrolling at a 2- or 4-year institution as those who were asked the question.

NOTE: Includes those ages 16–24 completing high school in a given year. The 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. Detail may not sum to totals because of rounding. Some estimates are revised from those published previously.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2003–067), table 18–2 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.

Immediate Transition to College

Table 20-3. Percentage of high school completers who were enrolled in college the October after completing high school, by parents' education: 1992–2003

| Year | Total | Parents' education ¹ | | | | Not available ² |
|------|-------|---------------------------------|-----------------------------------|----------------------------------------------|-----------------------------|----------------------------|
| | | Less than high school | High school diploma or equivalent | Some college, including vocational/technical | Bachelor's degree or higher | |
| 1992 | 61.9 | 33.1 | 55.5 | 67.5 | 81.3 | 38.0 |
| 1993 | 62.6 | 47.1 | 52.3 | 62.7 | 87.9 | 42.0 |
| 1994 | 61.9 | 43.0 | 49.9 | 65.0 | 82.5 | 43.1 |
| 1995 | 61.9 | 27.3 | 47.0 | 70.2 | 87.7 | 30.8 |
| 1996 | 65.0 | 45.0 | 56.1 | 66.6 | 85.2 | 45.6 |
| 1997 | 67.0 | 51.4 | 61.7 | 62.6 | 86.1 | 51.3 |
| 1998 | 65.6 | 49.8 | 57.2 | 67.7 | 82.3 | 50.1 |
| 1999 | 62.9 | 36.3 | 54.4 | 60.3 | 82.2 | 53.1 |
| 2000 | 63.3 | 44.4 | 51.8 | 63.8 | 81.2 | 50.5 |
| 2001 | 61.7 | 39.0 | 51.9 | 62.0 | 81.3 | 41.9 |
| 2002 | 65.2 | 43.3 | 51.9 | 65.9 | 82.6 | 58.7 |
| 2003 | 63.9 | 43.3 | 53.9 | 62.9 | 82.1 | 48.8 |

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

² Parents' education is not available for those who do not live with their parents and who are classified as the head of the household (not including those who live in college dormitories) and for those whose parents' educational attainment was not reported. About 9–14 percent of high school completers ages 16–24 were in this category for the period covered.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2003–067), table 18-3 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, 1992–2003.

Geographic Mobility of the High School Class of 1992

Table 21-1. Percentage distribution of 1992 high school seniors who enrolled in any postsecondary education, by geographic mobility, race/ethnicity, selectivity of first postsecondary institution, and highest degree attained by 2000

| Characteristic | Enrolled first in home state | | Enrolled first out of state | | |
|----------------------------------|------------------------------|----------------------------------|-----------------------------|-----------------------------|--------------------------------|
| | Lived in home state in 2000 | Lived in different state in 2000 | Lived in home state in 2000 | Lived in that state in 2000 | Lived in a third state in 2000 |
| Total | 66.0 | 13.9 | 9.6 | 4.3 | 6.2 |
| Race/ethnicity ¹ | | | | | |
| Asian/Pacific Islander | 68.9 | 17.6 | 6.1 | 3.3 | 4.1 |
| Black | 67.8 | 7.0 | 14.7 | 6.2 | 4.3 |
| White | 63.5 | 15.5 | 9.7 | 4.3 | 6.9 |
| Hispanic | 81.1 | 8.4 | 4.7 | 2.2 | 3.6 |
| Selectivity of first institution | | | | | |
| Highly selective | 22.8 | 10.3 | 20.0 | 12.6 | 34.4 |
| Selective | 47.6 | 18.7 | 15.3 | 4.2 | 14.3 |
| Nonselective | 61.7 | 15.7 | 11.9 | 4.2 | 6.5 |
| Open door | 79.0 | 11.5 | 4.8 | 3.4 | 1.4 |
| Not ratable | 65.7 | 8.9 | 11.5 | 10.4 | 3.5 |
| Highest degree attained in 2000 | | | | | |
| None | 74.3 | 11.6 | 7.9 | 3.7 | 2.4 |
| Certificate | 77.7 | 10.6 | 8.2 | 1.5 | 1.9 |
| Associate's | 79.0 | 8.2 | 6.5 | 3.0 | 3.3 |
| Bachelor's | 55.8 | 16.7 | 11.5 | 5.7 | 10.3 |
| Graduate | 48.5 | 22.5 | 13.4 | 3.1 | 12.4 |

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

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. See *supplemental note 8* for information on the selectivity of the first institution. See *supplemental note 3* for more information on the National Education Longitudinal Study of 1988 (NELS:88/2000). See *supplemental note 6* for more information about transcript studies.

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."

Geographic Mobility of the High School Class of 1992

Table 21-2. Percentage distribution of 1992 high school seniors who had attained a bachelor's degree by 2000, by state of residence, major, and type of institution

| Major and type of institution | Residence in spring 2000 | |
|-------------------------------------|--------------------------------------------|---------------------------------------------------|
| | Same state as where the bachelor's awarded | Different state from where the bachelor's awarded |
| Total | 61.9 | 38.1 |
| Bachelor's degree major | | |
| Business | 63.5 | 36.5 |
| Education | 78.2 | 21.8 |
| Engineering/technical/architecture | 46.2 | 53.8 |
| Physical sciences | 50.7 | 49.3 |
| Mathematics/computer science | 55.4 | 44.6 |
| Life science | 68.0 | 32.0 |
| Health science and services | 64.4 | 35.6 |
| Humanities | 53.7 | 46.3 |
| Fine and performing arts | 62.4 | 37.6 |
| Social sciences | 60.2 | 39.8 |
| Applied social sciences | 66.0 | 34.0 |
| Other | 49.4 | 50.6 |
| Type of institution awarding degree | | |
| Doctoral | 57.8 | 42.2 |
| Comprehensive | 72.9 | 27.1 |
| Baccalaureate | 54.5 | 45.5 |
| Specialized | 45.3 | 54.7 |

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the National Education Longitudinal Study of 1988 (NELS:88/2000). See *supplemental note 6* for more information about transcript studies.

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, table 1.7. 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."

Postsecondary Participation and Attainment Among Traditional-Age Students

Table 22-1. Percentage of 1972, 1982, and 1992 12th-graders who entered postsecondary education, and among those who earned more than 10 credits, percentage who earned a bachelor's degree within 8.5 years, and average time to degree, by sex and race/ethnicity

| Sex and race/ethnicity | Participated in postsecondary education | | | Earned at least a bachelor's degree | | |
|-----------------------------|------------------------------------------------|-----------------------------|-----------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| | Entered at least one postsecondary institution | Earned more than 10 credits | Earned more than 10 credits and any credits from a 4-year institution | Among those who earned more than 10 credits | Among those who earned more than 10 credits and any credits from a 4-year institution | Of those who earned bachelor's degrees, average time to degree ¹ |
| Total | | | | | | |
| 1972 | 55.4 | 48.0 | 35.2 | 45.5 | 62.7 | 4.34 |
| 1982 | 59.0 | 51.6 | 35.7 | 42.5 | 61.7 | 4.45 |
| 1992 | 77.3 | 67.5 | 50.7 | 50.3 | 67.1 | 4.56 |
| Sex | | | | | | |
| Male | | | | | | |
| 1972 | 57.8 | 50.1 | 37.5 | 47.2 | 63.1 | 4.45 |
| 1982 | 55.2 | 48.6 | 34.3 | 43.8 | 62.4 | 4.56 |
| 1992 | 74.6 | 64.8 | 48.8 | 46.8 | 62.2 | 4.68 |
| Female | | | | | | |
| 1972 | 52.9 | 46.0 | 32.8 | 43.7 | 62.3 | 4.22 |
| 1982 | 62.8 | 54.5 | 37.1 | 41.4 | 61.2 | 4.36 |
| 1992 | 79.9 | 70.3 | 52.6 | 53.4 | 71.4 | 4.47 |
| Race/ethnicity ² | | | | | | |
| Asian | | | | | | |
| 1972 | 71.8 | 65.2 | 51.0 | 60.2 | 77.4 | 4.50 |
| 1982 | 75.5 | 69.0 | 52.3 | 55.4 | 72.8 | 4.61 |
| 1992 | 91.6 | 82.0 | 68.3 | 57.5 | 68.9 | 4.61 |
| Black | | | | | | |
| 1972 | 46.8 | 38.2 | 27.2 | 31.7 | 45.6 | 4.39 |
| 1982 | 47.2 | 39.0 | 24.5 | 23.0 | 37.5 | 4.57 |
| 1992 | 69.5 | 54.2 | 37.2 | 38.7 | 56.3 | 4.67 |
| White | | | | | | |
| 1972 | 57.5 | 50.3 | 37.3 | 47.8 | 64.9 | 4.32 |
| 1982 | 62.4 | 55.2 | 39.1 | 46.0 | 65.0 | 4.44 |
| 1992 | 79.4 | 71.4 | 55.2 | 53.9 | 69.8 | 4.51 |
| Hispanic | | | | | | |
| 1972 | 46.9 | 38.5 | 22.6 | 23.3 | 41.0 | 5.07 |
| 1982 | 44.2 | 34.3 | 18.7 | 24.5 | 44.4 | 4.66 |
| 1992 | 70.0 | 55.8 | 33.2 | 29.4 | 49.6 | 5.11 |

¹ Elapsed calendar years from date of entry.

² Asian includes Pacific Islander, Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: The 8.5 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 the 1992 graduates is the end of 2000. See *supplemental note 3* for more information about the National Education Longitudinal Study of 1988 (NELS:88/2000). See *supplemental note 6* for more information about transcript studies.

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, table 2.3, and 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).

Educational Attainment

Table 23-1. Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2003

| Year | Total ¹ | | | White | | | Black | | | Hispanic | | |
|------|--------------------|------|--------|-------|------|--------|-------|------|--------|----------|------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| 1971 | 77.7 | 79.0 | 76.5 | 81.7 | 83.0 | 80.5 | 58.7 | 56.7 | 60.5 | 48.3 | 51.4 | 45.8 |
| 1972 | 79.8 | 80.5 | 79.2 | 83.4 | 84.1 | 82.7 | 64.1 | 61.7 | 66.0 | 47.5 | 47.0 | 48.0 |
| 1973 | 80.2 | 80.6 | 79.8 | 84.1 | 84.2 | 83.9 | 64.1 | 63.2 | 64.9 | 52.3 | 54.2 | 50.6 |
| 1974 | 81.9 | 83.1 | 80.8 | 85.5 | 86.0 | 85.0 | 68.3 | 71.5 | 65.8 | 54.1 | 55.8 | 52.5 |
| 1975 | 83.1 | 84.5 | 81.8 | 86.6 | 88.0 | 85.2 | 71.1 | 72.3 | 70.1 | 53.1 | 52.2 | 53.9 |
| 1976 | 84.7 | 86.0 | 83.5 | 87.7 | 89.0 | 86.4 | 74.0 | 72.8 | 74.9 | 58.1 | 57.7 | 58.4 |
| 1977 | 85.4 | 86.6 | 84.2 | 88.6 | 89.2 | 88.0 | 74.5 | 77.5 | 72.0 | 58.1 | 61.9 | 54.6 |
| 1978 | 85.3 | 86.0 | 84.6 | 88.5 | 88.8 | 88.2 | 77.4 | 78.7 | 76.3 | 56.6 | 58.5 | 54.7 |
| 1979 | 85.6 | 86.3 | 84.9 | 89.2 | 89.8 | 88.5 | 74.7 | 73.9 | 75.3 | 57.1 | 55.5 | 58.5 |
| 1980 | 85.4 | 85.4 | 85.5 | 89.2 | 89.1 | 89.2 | 76.7 | 74.7 | 78.3 | 58.0 | 57.0 | 58.9 |
| 1981 | 86.3 | 86.5 | 86.1 | 89.8 | 89.7 | 89.9 | 77.6 | 78.8 | 76.6 | 59.8 | 59.1 | 60.4 |
| 1982 | 86.2 | 86.3 | 86.1 | 89.1 | 89.1 | 89.1 | 81.0 | 80.5 | 81.5 | 60.9 | 60.7 | 61.2 |
| 1983 | 86.0 | 86.0 | 86.0 | 89.3 | 89.3 | 89.3 | 79.5 | 79.0 | 79.9 | 58.3 | 57.8 | 58.9 |
| 1984 | 85.9 | 85.6 | 86.3 | 89.4 | 89.4 | 89.4 | 79.0 | 75.9 | 81.7 | 58.6 | 56.8 | 60.2 |
| 1985 | 86.1 | 85.9 | 86.4 | 89.5 | 89.2 | 89.9 | 80.5 | 80.6 | 80.5 | 60.9 | 58.6 | 63.1 |
| 1986 | 86.1 | 85.9 | 86.4 | 89.6 | 88.8 | 90.4 | 83.5 | 86.4 | 81.0 | 59.1 | 58.2 | 60.0 |
| 1987 | 86.0 | 85.5 | 86.4 | 89.4 | 88.9 | 90.0 | 83.4 | 84.5 | 82.5 | 59.8 | 58.6 | 61.0 |
| 1988 | 85.9 | 84.7 | 87.0 | 89.7 | 88.4 | 90.9 | 80.9 | 80.8 | 80.9 | 62.3 | 59.9 | 64.9 |
| 1989 | 85.5 | 84.4 | 86.5 | 89.3 | 88.2 | 90.4 | 82.3 | 80.5 | 83.8 | 61.0 | 61.0 | 61.0 |
| 1990 | 85.7 | 84.4 | 87.0 | 90.1 | 88.6 | 91.7 | 81.7 | 81.4 | 82.0 | 58.2 | 56.6 | 59.9 |
| 1991 | 85.4 | 84.9 | 85.8 | 89.8 | 89.2 | 90.4 | 81.8 | 83.6 | 80.1 | 56.7 | 56.4 | 57.1 |
| 1992 | 86.3 | 86.1 | 86.5 | 90.7 | 90.2 | 91.1 | 80.9 | 82.7 | 79.3 | 60.9 | 61.1 | 60.6 |
| 1993 | 86.7 | 86.0 | 87.4 | 91.2 | 90.6 | 91.8 | 82.6 | 84.8 | 80.8 | 60.9 | 58.3 | 64.0 |
| 1994 | 86.1 | 84.5 | 87.6 | 91.1 | 90.0 | 92.3 | 84.1 | 82.7 | 85.3 | 60.3 | 58.0 | 63.0 |
| 1995 | 86.8 | 86.3 | 87.4 | 92.5 | 92.0 | 93.0 | 86.7 | 88.4 | 85.3 | 57.1 | 55.7 | 58.7 |
| 1996 | 87.3 | 86.5 | 88.1 | 92.6 | 92.0 | 93.1 | 86.0 | 87.9 | 84.5 | 61.1 | 59.7 | 62.9 |
| 1997 | 87.4 | 85.8 | 88.9 | 92.9 | 91.7 | 94.0 | 86.9 | 85.8 | 87.8 | 61.8 | 59.2 | 64.9 |
| 1998 | 88.1 | 86.6 | 89.6 | 93.6 | 92.5 | 94.6 | 88.2 | 88.4 | 88.1 | 62.8 | 59.9 | 66.3 |
| 1999 | 87.8 | 86.1 | 89.5 | 93.0 | 91.9 | 94.1 | 88.7 | 88.2 | 89.2 | 61.6 | 57.4 | 66.0 |
| 2000 | 88.1 | 86.7 | 89.4 | 94.0 | 92.9 | 95.2 | 86.8 | 87.6 | 86.2 | 62.8 | 59.2 | 66.4 |
| 2001 | 87.7 | 86.9 | 88.6 | 93.3 | 93.0 | 93.6 | 87.0 | 87.5 | 86.7 | 63.2 | 59.4 | 67.2 |
| 2002 | 86.4 | 84.7 | 88.1 | 93.0 | 92.1 | 93.8 | 87.6 | 85.8 | 88.9 | 62.4 | 60.2 | 65.0 |
| 2003 | 86.5 | 84.9 | 88.2 | 93.7 | 92.8 | 94.5 | 88.5 | 87.4 | 89.4 | 61.7 | 59.6 | 64.2 |

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. The Current Population Survey (CPS) questions used to obtain educational attainment were changed 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 its equivalent. In 1994, the survey instrument for the 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), table 25–1 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.

Educational Attainment

Table 23-2. Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2003

| Year | Total ¹ | | | White | | | Black | | | Hispanic | | |
|------|--------------------|------|--------|-------|------|--------|-------|------|--------|----------|------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| 1971 | 33.9 | 38.5 | 29.4 | 36.7 | 41.7 | 31.8 | 18.1 | 16.5 | 19.5 | 14.7 | 19.7 | 10.5 |
| 1972 | 36.0 | 40.9 | 31.3 | 38.6 | 44.0 | 33.3 | 21.4 | 19.6 | 22.8 | 15.3 | 17.4 | 13.5 |
| 1973 | 36.3 | 41.4 | 31.4 | 39.2 | 44.6 | 33.7 | 21.5 | 21.2 | 21.8 | 16.6 | 21.4 | 12.4 |
| 1974 | 40.1 | 44.7 | 35.6 | 43.1 | 47.8 | 38.4 | 24.2 | 26.4 | 22.4 | 21.3 | 24.7 | 18.2 |
| 1975 | 41.6 | 47.4 | 36.0 | 44.3 | 50.4 | 38.3 | 27.5 | 29.7 | 25.8 | 21.8 | 26.3 | 17.6 |
| 1976 | 44.1 | 50.1 | 38.4 | 47.2 | 53.5 | 41.0 | 27.5 | 29.5 | 25.9 | 21.1 | 24.4 | 18.3 |
| 1977 | 45.5 | 50.3 | 40.8 | 48.6 | 53.4 | 43.7 | 31.1 | 34.3 | 28.5 | 23.8 | 26.5 | 21.5 |
| 1978 | 46.4 | 51.0 | 41.9 | 49.5 | 54.6 | 44.4 | 34.7 | 35.7 | 33.9 | 24.7 | 27.6 | 22.0 |
| 1979 | 46.3 | 49.8 | 42.9 | 49.6 | 53.3 | 45.9 | 31.2 | 30.2 | 32.0 | 25.1 | 28.2 | 22.3 |
| 1980 | 44.7 | 47.6 | 41.9 | 48.0 | 51.1 | 44.9 | 32.4 | 32.6 | 32.3 | 23.2 | 25.9 | 20.5 |
| 1981 | 43.2 | 45.6 | 40.9 | 46.0 | 48.5 | 43.5 | 33.0 | 33.9 | 32.3 | 23.6 | 24.6 | 22.7 |
| 1982 | 43.0 | 44.5 | 41.6 | 45.1 | 46.6 | 43.7 | 37.1 | 38.1 | 36.3 | 24.1 | 24.6 | 23.7 |
| 1983 | 43.5 | 44.8 | 42.2 | 46.1 | 47.7 | 44.4 | 33.0 | 33.2 | 32.9 | 25.0 | 23.8 | 26.3 |
| 1984 | 43.0 | 43.6 | 42.5 | 45.6 | 46.2 | 45.0 | 32.9 | 31.5 | 34.1 | 26.7 | 27.0 | 26.4 |
| 1985 | 43.7 | 44.2 | 43.3 | 46.4 | 46.8 | 46.0 | 34.4 | 34.2 | 34.5 | 26.9 | 26.9 | 27.0 |
| 1986 | 44.0 | 44.1 | 43.8 | 46.8 | 46.9 | 46.8 | 36.3 | 35.9 | 36.6 | 25.3 | 24.9 | 25.8 |
| 1987 | 43.6 | 43.1 | 44.0 | 46.0 | 45.7 | 46.2 | 35.9 | 32.4 | 38.8 | 26.7 | 27.1 | 26.2 |
| 1988 | 43.6 | 43.7 | 43.6 | 46.4 | 46.4 | 46.5 | 33.3 | 34.7 | 32.1 | 28.0 | 26.5 | 29.6 |
| 1989 | 43.8 | 43.9 | 43.7 | 47.2 | 47.1 | 47.2 | 34.6 | 34.0 | 35.1 | 27.0 | 27.3 | 26.7 |
| 1990 | 44.5 | 43.7 | 45.3 | 48.3 | 47.3 | 49.3 | 36.1 | 35.0 | 36.9 | 23.4 | 22.9 | 23.9 |
| 1991 | 45.3 | 44.4 | 46.2 | 49.3 | 48.8 | 49.9 | 35.3 | 32.0 | 38.2 | 23.9 | 23.1 | 24.8 |
| 1992 | 48.9 | 48.2 | 49.6 | 53.3 | 52.6 | 53.9 | 36.2 | 34.9 | 37.2 | 28.5 | 27.2 | 30.1 |
| 1993 | 51.0 | 49.5 | 52.5 | 55.6 | 54.7 | 56.6 | 40.0 | 37.0 | 42.5 | 29.7 | 26.9 | 33.1 |
| 1994 | 52.1 | 49.8 | 54.3 | 57.1 | 54.9 | 59.3 | 41.8 | 40.3 | 43.0 | 31.0 | 28.0 | 34.6 |
| 1995 | 54.1 | 52.3 | 55.8 | 59.8 | 57.5 | 62.1 | 45.1 | 45.3 | 44.8 | 28.7 | 26.7 | 30.9 |
| 1996 | 56.5 | 54.5 | 58.5 | 62.0 | 60.3 | 63.7 | 48.1 | 47.9 | 48.3 | 31.1 | 28.1 | 35.0 |
| 1997 | 57.1 | 54.9 | 59.4 | 63.3 | 61.3 | 65.3 | 46.6 | 43.0 | 49.6 | 33.3 | 30.7 | 36.4 |
| 1998 | 57.8 | 54.6 | 61.0 | 64.1 | 61.3 | 66.9 | 49.9 | 46.8 | 52.6 | 32.5 | 29.3 | 36.3 |
| 1999 | 58.0 | 54.7 | 61.3 | 63.9 | 60.7 | 67.0 | 51.3 | 45.9 | 55.5 | 31.2 | 27.4 | 35.0 |
| 2000 | 58.3 | 55.1 | 61.5 | 64.1 | 60.5 | 67.7 | 52.7 | 50.4 | 54.6 | 32.8 | 29.0 | 36.6 |
| 2001 | 58.4 | 54.4 | 62.5 | 64.8 | 60.5 | 69.1 | 50.5 | 46.7 | 53.6 | 32.2 | 28.2 | 36.4 |
| 2002 | 58.0 | 54.5 | 61.6 | 65.8 | 62.0 | 69.5 | 53.4 | 51.8 | 54.6 | 30.9 | 28.3 | 34.1 |
| 2003 | 57.4 | 53.8 | 61.1 | 65.5 | 61.9 | 69.2 | 51.2 | 49.6 | 52.5 | 31.1 | 27.9 | 34.9 |

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

NOTE: "Some college" also includes those with a bachelor's degree or higher. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. Before then, "some college" meant those who completed 1 or more years of college; beginning in 1992, it meant those who completed any college at all. In 1994, the survey instrument for the 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), table 25–2 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.

Educational Attainment

Table 23-3. Percentage of 25- to 29-year-olds who completed a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2003

| Year | Total ¹ | | | White | | | Black | | | Hispanic | | |
|------|--------------------|------|--------|-------|------|--------|-------|------|--------|----------|------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| 1971 | 17.1 | 20.4 | 13.8 | 18.9 | 22.4 | 15.4 | 6.7 | 6.9 | 6.6 | 5.1 | 8.0 | 2.6 |
| 1972 | 19.0 | 22.0 | 16.0 | 20.8 | 24.1 | 17.5 | 8.4 | 7.2 | 9.4 | 3.7 | 4.5 | 3.1 |
| 1973 | 19.0 | 21.6 | 16.4 | 20.8 | 23.8 | 17.9 | 8.1 | 7.2 | 9.0 | 5.7 | 6.7 | 4.8 |
| 1974 | 20.7 | 23.9 | 17.6 | 23.2 | 26.7 | 19.7 | 7.9 | 8.7 | 7.2 | 5.5 | 4.9 | 6.0 |
| 1975 | 21.9 | 25.2 | 18.7 | 23.8 | 27.3 | 20.2 | 10.5 | 11.1 | 10.0 | 8.8 | 10.4 | 7.3 |
| 1976 | 23.7 | 27.5 | 20.1 | 25.7 | 29.8 | 21.6 | 13.0 | 12.0 | 13.9 | 7.3 | 10.3 | 4.7 |
| 1977 | 24.0 | 27.0 | 21.1 | 26.4 | 29.7 | 23.1 | 12.6 | 12.8 | 12.5 | 6.7 | 7.1 | 6.3 |
| 1978 | 23.3 | 26.0 | 20.6 | 25.6 | 28.9 | 22.3 | 11.8 | 10.7 | 12.6 | 9.6 | 9.6 | 9.7 |
| 1979 | 23.1 | 25.8 | 20.5 | 25.5 | 28.4 | 22.6 | 12.4 | 13.2 | 11.8 | 7.3 | 7.9 | 6.8 |
| 1980 | 22.5 | 24.0 | 21.0 | 25.0 | 26.8 | 23.2 | 11.6 | 10.5 | 12.4 | 7.7 | 8.4 | 6.9 |
| 1981 | 21.3 | 23.1 | 19.6 | 23.6 | 25.5 | 21.7 | 11.6 | 12.1 | 11.1 | 7.5 | 8.6 | 6.5 |
| 1982 | 21.7 | 23.3 | 20.2 | 23.8 | 25.7 | 21.9 | 12.6 | 11.7 | 13.4 | 9.7 | 10.7 | 8.7 |
| 1983 | 22.5 | 23.9 | 21.1 | 24.5 | 26.2 | 22.7 | 12.9 | 13.1 | 12.7 | 10.4 | 9.6 | 11.1 |
| 1984 | 21.9 | 23.2 | 20.7 | 24.1 | 25.5 | 22.7 | 11.7 | 12.9 | 10.6 | 10.6 | 9.6 | 11.6 |
| 1985 | 22.2 | 23.1 | 21.3 | 24.4 | 25.5 | 23.3 | 11.6 | 10.3 | 12.6 | 11.1 | 10.9 | 11.2 |
| 1986 | 22.4 | 22.9 | 21.9 | 25.2 | 25.8 | 24.5 | 11.8 | 10.3 | 13.1 | 9.0 | 8.9 | 9.1 |
| 1987 | 22.0 | 22.3 | 21.7 | 24.6 | 24.9 | 24.4 | 11.5 | 11.8 | 11.2 | 8.7 | 9.2 | 8.2 |
| 1988 | 22.7 | 23.4 | 21.9 | 25.1 | 25.7 | 24.5 | 12.0 | 12.4 | 11.7 | 11.3 | 11.9 | 10.6 |
| 1989 | 23.4 | 23.9 | 22.9 | 26.3 | 26.9 | 25.8 | 12.6 | 12.1 | 13.1 | 10.1 | 9.6 | 10.6 |
| 1990 | 23.2 | 23.7 | 22.8 | 26.4 | 26.6 | 26.2 | 13.4 | 15.1 | 11.9 | 8.1 | 7.3 | 9.1 |
| 1991 | 23.2 | 23.0 | 23.4 | 26.7 | 26.5 | 26.9 | 11.0 | 11.5 | 10.5 | 9.2 | 8.1 | 10.4 |
| 1992 | 23.6 | 23.2 | 24.0 | 27.2 | 26.6 | 27.7 | 11.0 | 11.7 | 10.5 | 9.5 | 8.8 | 10.3 |
| 1993 | 23.7 | 23.4 | 23.9 | 27.2 | 27.2 | 27.1 | 13.3 | 12.5 | 13.9 | 8.3 | 7.1 | 9.8 |
| 1994 | 23.3 | 22.5 | 24.0 | 27.1 | 26.8 | 27.4 | 13.6 | 11.6 | 15.2 | 8.0 | 6.6 | 9.8 |
| 1995 | 24.7 | 24.5 | 24.9 | 28.8 | 28.4 | 29.2 | 15.4 | 17.4 | 13.7 | 8.9 | 7.8 | 10.1 |
| 1996 | 27.1 | 26.1 | 28.2 | 31.6 | 30.9 | 32.3 | 14.6 | 12.2 | 16.6 | 10.0 | 10.2 | 9.8 |
| 1997 | 27.8 | 26.3 | 29.3 | 32.6 | 31.2 | 34.1 | 14.2 | 11.8 | 16.3 | 11.0 | 9.6 | 12.7 |
| 1998 | 27.3 | 25.6 | 29.0 | 32.3 | 30.5 | 34.2 | 15.8 | 14.3 | 17.0 | 10.4 | 9.5 | 11.3 |
| 1999 | 28.2 | 26.8 | 29.5 | 33.6 | 32.0 | 35.1 | 15.0 | 13.1 | 16.5 | 8.9 | 7.5 | 10.4 |
| 2000 | 29.1 | 27.9 | 30.1 | 34.0 | 32.3 | 35.8 | 17.8 | 18.4 | 17.4 | 9.7 | 8.3 | 11.0 |
| 2001 | 28.6 | 26.2 | 31.1 | 33.0 | 29.7 | 36.3 | 17.8 | 17.9 | 17.8 | 11.1 | 9.1 | 13.3 |
| 2002 | 29.3 | 26.9 | 31.8 | 35.9 | 32.6 | 39.2 | 18.0 | 17.9 | 18.1 | 8.9 | 8.3 | 9.7 |
| 2003 | 28.4 | 26.0 | 30.9 | 34.2 | 31.4 | 37.1 | 17.5 | 17.7 | 17.4 | 10.0 | 8.4 | 12.0 |

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

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

High School Exit Examinations

Table 24-1. States with mandatory exit examinations, by subjects tested: 2004

| State | English/ language arts | Mathematics | Science | Social studies | Computer skills |
|----------------|---------------------------|-------------|-----------|----------------|-----------------|
| Total | 20 | 20 | 10 | 9 | 1 |
| Alabama | ✓ | ✓ | ✓ | ✓ | |
| Alaska | ✓ | ✓ | | | |
| Florida | ✓ | ✓ | | | |
| Georgia | ✓ | ✓ | ✓ | ✓ | |
| Indiana | ✓ | ✓ | | | |
| Louisiana | ✓ | ✓ | ✓ | ✓ | |
| Maryland | ✓ | ✓ | | | |
| Massachusetts | ✓ | ✓ | | | |
| Minnesota | ✓ | ✓ | | | |
| Mississippi | ✓ | ✓ | ✓ | ✓ | |
| Nevada | ✓ | ✓ | | | |
| New Jersey | ✓ | ✓ | | | |
| New Mexico | ✓ | ✓ | ✓ | ✓ | |
| New York | ✓ | ✓ | ✓ | ✓ | |
| North Carolina | ✓ | ✓ | | | ✓ |
| Ohio | ✓ | ✓ | ✓ | ✓ | |
| South Carolina | ✓ | ✓ | | | |
| Tennessee | ✓ | ✓ | ✓ | | |
| Texas | ✓ | ✓ | ✓ | ✓ | |
| Virginia | ✓ | ✓ | ✓ | ✓ | |

SOURCE: Gayler, K., Chudowsky, N., Hamilton, M., Kober, N., and Yeager, M. (2004). *State High School Exit Exams: A Maturing Reform*, adapted from figure 3. Data from state departments of education, July 2004.

High School Exit Examinations

Table 24-2. Initial grade level tested for exit examinations, by type of examination, type of question in exit examination, and state: 2004

| State | Type of examination | | | | Type of question | | | |
|----------------|----------------------|--------------------|-----------------|---------------|------------------|----------------------|----------------|-------|
| | Initial grade tested | Minimum competency | Standards-based | End-of-course | Multiple-choice | Extended-response | | |
| | | | | | | Short written answer | Writing prompt | Other |
| Total | † | 7 | 10 | 3 | 20 | 9 | 17 | 6 |
| Alabama | 11 | | ✓ | | ✓ | | | |
| Alaska | 10 | ✓ | | | ✓ | ✓ | ✓ | |
| Florida | 10 | | ✓ | | ✓ | ✓ | | ✓ |
| Georgia | 11 | | ✓ | | ✓ | | ✓ | |
| Indiana | 10 | | ✓ | | ✓ | ✓ | ✓ | |
| Louisiana | 10, 11 | | ✓ | | ✓ | ✓ | ✓ | |
| Maryland | Varies | ✓ | | | ✓ | | ✓ | |
| Massachusetts | 10 | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Minnesota | 8, 10 | ✓ | | | ✓ | | ✓ | |
| Mississippi | Varies | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Nevada | 10 | | ✓ | | ✓ | | ✓ | |
| New Jersey | 11 | | ✓ | | ✓ | ✓ | ✓ | |
| New Mexico | 10 | ✓ | | | ✓ | ✓ | ✓ | ✓ |
| New York | Varies | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| North Carolina | 8, 9 | | ✓ | | ✓ | | | ✓ |
| Ohio | 10 | ✓ | | | ✓ | | ✓ | |
| South Carolina | 10 | ✓ | | | ✓ | | ✓ | |
| Tennessee | Varies | ✓ | | | ✓ | | ✓ | |
| Texas | 11 | | ✓ | | ✓ | | ✓ | |
| Virginia | Varies | | | ✓ | ✓ | | ✓ | |

† Not applicable.

NOTE: State exit examinations and all of their components are established by the state and vary greatly. Initial grade tested refers to the earliest grade in which the student can take the exit examinations. Those states denoted as "Varies" reported that the initial grade level tested varies within the state. End-of-course examinations are taken to meet curriculum standards; minimum competency examinations assess baseline knowledge; and standards-based examinations are aligned with the requirements of a particular grade level. Multiple-choice questions ask students to identify one or more correct answers from a list of possible responses. Extended-response questions are open-ended questions that allow students to provide detailed written answers to questions. The length of a written response may vary from a short phrase or list to a multipage composition written to respond to a specific writing prompt. "Other" refers to types of test questions that are neither short answer nor writing prompt as report.

SOURCE: Gayler, K., Chudowsky, N., Hamilton, M., Kober, N., and Yeager, M. (2004). *State High School Exit Exams: A Maturing Reform*, adapted from figures 2 and 4 and table 7. Data from state departments of education, July 2004.

High School Exit Examinations

Table 24-3. Percentage of students who passed their state's mathematics exit examination on the first try, by race/ethnicity, selected student subgroups, and state: 2004

| State | Exit examination subject | Race/ethnicity ¹ | | | | | | English language learners | Students receiving free or reduced-price lunch | Students with disabilities |
|-------------------------|--------------------------|-----------------------------|-----------------|-------|-------|-------|----------|---------------------------|------------------------------------------------|----------------------------|
| | | All | American Indian | Asian | Black | White | Hispanic | | | |
| Alabama | Mathematics | 79 | 82 | 91 | 66 | 86 | 73 | 74 | 68 | 46 |
| Alaska ² | Mathematics | 67 | 58 | 68 | 44 | 76 | 53 | 38 | 47 | 23 |
| Arizona | Mathematics | 36 | 14 | 61 | 21 | 49 | 18 | 7 | — | 10 |
| Georgia | Mathematics | 91 | 86 | 94 | 78 | 94 | 79 | 68 | — | 52 |
| Indiana | Mathematics | 67 | 54 | 85 | 33 | 73 | 46 | 41 | 46 | 27 |
| Louisiana | Mathematics | 68 | 77 | 87 | 51 | 85 | 68 | 60 | 54 | 23 |
| Maryland | Algebra | 53 | 46 | 76 | 28 | 68 | 39 | — | — | — |
| Massachusetts | Mathematics | 80 | 65 | 88 | 57 | 86 | 54 | 57 | — | 53 |
| Minnesota | Mathematics | 71 | 43 | 58 | 31 | 78 | 38 | 29 | 47 | 28 |
| Nevada ³ | Mathematics | 43 | 29 | 53 | 22 | 54 | 25 | 13 | 25 | 6 |
| New Jersey | Mathematics | 66 | 57 | 83 | 33 | 77 | 42 | 22 | 36 | 22 |
| New Mexico | Mathematics | 81 | 72 | 94 | 71 | 91 | 76 | 64 | 72 | 43 |
| New York ⁴ | Mathematics | 83 | 80 | 89 | 65 | 91 | 64 | 61 | 72 | 65 |
| North Carolina | Mathematics ⁵ | 78 | 66 | 77 | 66 | 87 | 52 | 38 | — | 45 |
| Ohio | Mathematics | 68 | 71 | 84 | 38 | 74 | 50 | — | — | — |
| Tennessee | Mathematics | 75 | 76 | 87 | 52 | 85 | 71 | 60 | 61 | 41 |
| Texas ⁶ | Mathematics | 85 | 88 | 95 | 73 | 91 | 78 | 59 | 79 | 55 |
| Virginia | Mathematics | 80 | 77 | 89 | 65 | 85 | 73 | 74 | 69 | 51 |
| Washington ⁶ | Mathematics | 39 | 22 | 47 | 14 | 44 | 16 | 8 | 24 | 4 |

— Not available.

¹ Racial and ethnic categories are based on data collected from state departments of education. The groups comprising each race or ethnicity may vary from state to state.

² Alaska's results are preliminary as of May 2004 with district verification still pending.

³ Nevada's data for students with disabilities are only for students with Individualized Education Programs under the Individuals with Disabilities Education Act and do not include students with disabilities who are served under Section 504 of the Rehabilitation Act.

⁴ New York's pass rate data include some students who met the graduation requirement through alternate tests such as Advanced Placement or International Baccalaureate exams and some students with disabilities who met the graduation requirement by passing the Regents Competency Tests.

⁵ North Carolina's exit examinations were integrated mathematics and reading

⁶ Texas and Washington, instead of using free or reduced-price lunch data to identify low-income students, disaggregate data by students' eligibility for Title I.

NOTE: All data are state-reported percentages. North Carolina results are from 2002; Alabama, Arizona, Georgia, Indiana, Louisiana, Maryland, Massachusetts, New Jersey, New Mexico, Tennessee, Virginia, and Washington results are from 2003; Alaska, Minnesota, Nevada, Ohio, and Texas results are from 2004. Arizona and Washington will not withhold diplomas until 2006 and 2008, respectively. Pass rates for students on their first try were not available for South Carolina, Florida, and Mississippi. "Mathematics" refers to state examinations that tested quantitative skills.

SOURCE: Gayler, K., Chudowsky, N., Hamilton, M., Kober, N., and Yeager, M. (2004). *State High School Exit Exams: A Maturing Reform*, adapted from table 3 and page 217. Data from state departments of education, July 2004.

High School Exit Examinations

Table 24-4. Percentage of students who passed their state's English/language arts exit examination on the first try, by race/ethnicity, selected student subgroups, and state: 2004

| State | Exit examination subject | Race/ethnicity ¹ | | | | | | English language learners | Students receiving free or reduced-price lunch | Students with disabilities |
|-------------------------|--------------------------|-----------------------------|-----------------|-------|-------|-------|----------|---------------------------|------------------------------------------------|----------------------------|
| | | All | American Indian | Asian | Black | White | Hispanic | | | |
| Alabama | Reading | 88 | 90 | 87 | 79 | 93 | 72 | 68 | 80 | 59 |
| Alaska ² | Reading | 70 | 68 | 64 | 58 | 82 | 61 | 29 | 46 | 22 |
| Arizona | Reading | 59 | 35 | 72 | 44 | 74 | 38 | 13 | — | 26 |
| Georgia | English language ability | 95 | 94 | 90 | 89 | 97 | 79 | 61 | — | 69 |
| Indiana | English language ability | 69 | 57 | 78 | 39 | 75 | 44 | 27 | 48 | 22 |
| Louisiana | Reading | 71 | 80 | 77 | 55 | 87 | 69 | 47 | 57 | 18 |
| Maryland | English | 40 | 26 | 59 | 20 | 52 | 29 | — | — | — |
| Massachusetts | English language ability | 89 | 80 | 88 | 76 | 94 | 66 | 42 | — | 70 |
| Minnesota | Reading | 81 | 56 | 63 | 50 | 87 | 52 | 36 | 61 | 40 |
| Nevada ³ | Reading | 77 | 72 | 81 | 62 | 86 | 62 | 34 | 60 | 30 |
| New Jersey | Language arts | 80 | 74 | 87 | 61 | 88 | 63 | 18 | 57 | 35 |
| New Mexico | Reading | 89 | 81 | 93 | 86 | 96 | 87 | 75 | 83 | 60 |
| New York ⁴ | English | 85 | 79 | 86 | 72 | 91 | 69 | 55 | 76 | 61 |
| North Carolina | Reading ⁵ | 78 | 66 | 77 | 66 | 87 | 52 | 38 | — | 45 |
| Ohio | Reading | 79 | 76 | 84 | 58 | 83 | 63 | — | — | — |
| Tennessee | Language arts | 87 | 83 | 90 | 78 | 90 | 83 | 55 | 77 | 43 |
| Texas ⁵ | English language ability | 87 | 89 | 91 | 82 | 92 | 81 | 42 | 82 | 56 |
| Virginia | English | 92 | 92 | 94 | 86 | 95 | 88 | 79 | 86 | 70 |
| Washington ⁶ | English language ability | 60 | 43 | 64 | 37 | 65 | 35 | 12 | 43 | 12 |

— Not available.

¹ Racial and ethnic categories are based on data collected from state departments of education. The groups comprising each race or ethnicity may vary from state to state.

² Alaska's results are preliminary as of May 2004 with district verification still pending.

³ Nevada's data for students with disabilities are only for students with Individualized Education Programs under the Individuals with Disabilities Education Act and do not include students with disabilities who are served under Section 504 of the Rehabilitation Act.

⁴ New York's pass rate data include some students who met the graduation requirement through alternate tests such as Advanced Placement or International Baccalaureate exams and some students with disabilities who met the graduation requirement by passing the Regents Competency Tests.

⁵ North Carolina's exit examinations were integrated mathematics and reading.

⁶ Texas and Washington, instead of using free or reduced-price lunch data to identify low-income students, disaggregate data by students' eligibility for Title I.

NOTE: All data are state-reported percentages. North Carolina results are from 2002; Alabama, Arizona, Georgia, Indiana, Louisiana, Maryland, Massachusetts, New Jersey, New Mexico, Tennessee, Virginia, and Washington results are from 2003; Alaska, Minnesota, Nevada, Ohio, and Texas results are from 2004. Arizona and Washington will not withhold diplomas until 2006 and 2008, respectively. Pass rates for students on their first try were not available for South Carolina, Florida, and Mississippi. "English/language arts" refers to state examinations categorized as reading, English language ability, language arts, or English.

SOURCE: Gayler, K., Chudowsky, N., Hamilton, M., Kober, N., and Yeager, M. (2004). *State High School Exit Exams: A Maturing Reform*, adapted from table 3 and page 217. Data from state departments of education, July 2004.

Availability of Advanced Courses in High Schools

Table 25-1. Percentage distribution of all students and percentage of students in schools offering some advanced coursework in mathematics, English, science, and foreign language, by student and school characteristics: 2000

| Student or school characteristic | Percent of all students | In all four subjects | | |
|-----------------------------------|-------------------------|-----------------------------|------------------------------|-------------------------------|
| | | At least one course offered | At least two courses offered | At least four courses offered |
| Total | 100.0 | 74.0 | 58.3 | 22.2 |
| Race/ethnicity¹ | | | | |
| American Indian | 0.8 | 73.4 | 52.8 | 10.8! |
| Asian/Pacific Islander | 4.3 | 90.6 | 78.3 | 37.5 |
| Black | 13.4 | 73.5 | 56.5 | 24.7 |
| White | 67.6 | 71.3 | 56.0 | 20.9 |
| Hispanic | 13.0 | 82.8 | 66.5 | 23.3 |
| Location | | | | |
| Central city | 26.0 | 90.2 | 71.7 | 32.0 |
| Urban fringe/large town | 49.9 | 83.6 | 72.4 | 25.3 |
| Rural/small town | 24.2 | 36.6 | 14.5! | 5.3! |
| Region | | | | |
| Northeast | 22.1 | 81.9 | 71.6 | 30.6 |
| Southeast | 22.5 | 57.0 | 47.7 | 26.7 |
| Central | 25.1 | 67.2 | 43.9 | 9.8! |
| West | 30.4 | 86.3 | 68.2 | 23.0 |
| 12th-grade enrollment | | | | |
| Less than 150 | 22.0 | 32.0 | 25.0 | 1.1! |
| 150–299 | 24.6 | 74.0 | 55.4 | 17.1! |
| 300–449 | 22.0 | 87.7 | 67.8 | 29.3 |
| 450 or more | 17.2 | 98.4 | 95.2 | 43.0 |

! Interpret data with caution (estimates are unstable).

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

NOTE: See *supplemental note 6* for a definition of advanced courses in mathematics, English, science, and foreign language. See *supplemental note 1* for details on location and region. Percentage distributions may not add up to 100 because nonresponse categories are not shown. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS), previously unpublished tabulation (November 2004).

Availability of Advanced Courses in High Schools

Table 25-2. Percentage distribution of students by the number of advanced mathematics and English courses offered in their school and the average number of advanced courses offered by subject, by student and school characteristics: 2000

| Student or school characteristic | Advanced mathematics | | | | | Advanced English | | | | |
|----------------------------------|--------------------------------------------|----------------------|---------------------|-----------------------|-----------------------------------|--------------------------------------------|----------------------|---------------------|-----------------------|-----------------------------------|
| | Percentage of students in schools offering | | | | Average number of courses offered | Percentage of students in schools offering | | | | Average number of courses offered |
| | No courses | One to three courses | Four to six courses | Seven or more courses | | No courses | One to three courses | Four to six courses | Seven or more courses | |
| Total | 0.8! | 21.8 | 39.4 | 38.0 | 6.2 | 7.7 | 22.2 | 54.0 | 16.1 | 4.4 |
| Race/ethnicity ¹ | | | | | | | | | | |
| American Indian | # | 29.3 | 34.8 | 36.0 | 5.5 | 8.3! | 29.4 | 46.8 | 15.6! | 3.9 |
| Asian/Pacific Islander | 2.1! | 10.0! | 30.1 | 57.7 | 7.9 | 2.7! | 13.9 | 60.9 | 22.6 | 5.3 |
| Black | 0.9! | 9.8 | 43.5 | 45.8 | 7.0 | 2.4! | 21.0 | 59.0 | 17.6 | 4.9 |
| White | 0.1! | 26.4 | 38.5 | 34.9 | 5.9 | 9.2 | 23.9 | 52.8 | 14.1 | 4.2 |
| Hispanic | 3.7! | 14.6 | 45.4 | 36.2 | 5.9 | 6.5! | 13.8 | 56.1 | 23.7 | 5.0 |
| Location | | | | | | | | | | |
| Central city | 0.7! | 10.5! | 30.6 | 58.2 | 7.5 | 2.2! | 18.6 | 58.7 | 20.5 | 5.2 |
| Urban fringe/large town | 1.1! | 15.0 | 43.0 | 40.9 | 6.6 | 2.9! | 19.3 | 59.4 | 18.5 | 4.8 |
| Rural/small town | 0.3! | 48.1 | 41.4 | 10.2! | 3.9 | 23.7 | 31.9 | 37.8 | 6.6! | 2.7 |
| Region | | | | | | | | | | |
| Northeast | 0.9! | 17.0 | 37.0 | 45.1 | 7.2 | 7.9! | 17.0! | 55.8 | 19.3! | 4.7 |
| Southeast | 0.2! | 16.2! | 49.2 | 34.5 | 6.2 | 2.7! | 9.4! | 63.5 | 24.4 | 5.5 |
| Central | # | 28.6 | 41.8 | 29.6 | 5.3 | 15.1 | 39.7 | 38.8 | 6.4! | 3.0 |
| West | 1.9! | 24.0 | 31.9 | 42.3 | 6.2 | 5.3! | 20.9 | 58.2 | 15.7 | 4.6 |
| 12th-grade enrollment | | | | | | | | | | |
| Less than 150 | 3.5! | 37.6 | 42.4 | 16.5! | 4.1 | 28.5 | 30.5 | 35.0 | 5.9! | 2.6 |
| 150–299 | # | 24.3 | 45.9 | 29.7 | 5.8 | 2.0! | 23.9 | 61.7 | 12.3! | 4.6 |
| 300–449 | # | 16.2! | 36.9 | 47.0 | 7.1 | 1.2! | 14.4! | 60.8 | 23.6! | 5.1 |
| 450 or more | # | 3.3! | 33.4 | 63.3 | 7.8 | # | 14.2! | 66.1 | 19.6! | 5.2 |

Rounds to zero.

! Interpret data with caution (estimates are unstable).

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

NOTE: See *supplemental note 6* for a definition of advanced courses in mathematics and English. See *supplemental note 1* for details on location and region. Results from these categories cannot be directly compared with results from previous years. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS), previously unpublished tabulation (November 2004).

Availability of Advanced Courses in High Schools

Table 25-3. Percentage distribution of students by the number of advanced science and foreign language courses offered in their school and the average number of advanced courses offered by subject, by student and school characteristics: 2000

| Student or school characteristic | Advanced science | | | | | Advanced foreign language | | | | |
|-----------------------------------|--------------------------------------------|-------------|----------------------|----------------------|-----------------------------------|--------------------------------------------|-------------|----------------------|----------------------|-----------------------------------|
| | Percentage of students in schools offering | | | | Average number of courses offered | Percentage of students in schools offering | | | | Average number of courses offered |
| | No courses | One course | Two to three courses | Four or more courses | | No courses | One course | Two to three courses | Four or more courses | |
| Total | 10.7 | 11.6 | 38.4 | 39.3 | 3.3 | 19.9 | 13.0 | 21.5 | 45.6 | 3.9 |
| Race/ethnicity¹ | | | | | | | | | | |
| American Indian | 13.4! | 11.6! | 50.5 | 24.5 | 2.8 | 21.8 | 17.3 | 24.5 | 36.4 | 2.8 |
| Asian/Pacific Islander | 5.1! | 3.0! | 39.9 | 52.0 | 4.1 | 7.0 | 9.9! | 17.4 | 65.6 | 5.0 |
| Black | 6.7! | 12.8 | 30.8 | 49.7 | 3.8 | 23.3 | 11.7! | 18.5 | 46.5 | 4.7 |
| White | 12.3 | 11.8 | 39.0 | 36.9 | 3.2 | 21.5 | 14.6 | 20.3 | 43.6 | 3.5 |
| Hispanic | 8.5! | 12.5 | 44.3 | 34.7 | 3.1 | 13.2 | 7.0! | 33.7 | 46.1 | 4.2 |
| Location | | | | | | | | | | |
| Central city | 3.3! | 8.3! | 39.0 | 49.3 | 4.0 | 5.9! | 9.2! | 25.3 | 59.7 | 5.7 |
| Urban fringe/large town | 6.8! | 6.9! | 43.8 | 42.5 | 3.5 | 11.7 | 8.9! | 25.1 | 54.3 | 4.3 |
| Rural/small town | 26.5 | 24.8 | 26.7 | 21.9! | 2.1 | 51.9 | 25.4 | 10.1! | 12.5! | 1.1 |
| Region | | | | | | | | | | |
| Northeast | 5.7! | 14.5! | 26.0 | 53.8 | 4.1 | 12.0! | 4.0! | 19.5 | 64.6 | 4.9 |
| Southeast | 16.0 | 13.1! | 33.0 | 38.0 | 3.2 | 34.0 | 16.7! | 11.2! | 38.1 | 3.7 |
| Central | 14.9! | 15.1 | 41.9 | 28.1 | 2.6 | 23.5 | 17.8! | 23.5 | 35.2 | 3.0 |
| West | 6.9! | 5.4! | 48.6 | 39.1 | 3.5 | 12.3 | 12.7! | 29.0 | 46.0 | 4.0 |
| 12th-grade enrollment | | | | | | | | | | |
| Less than 150 | 33.7 | 21.6 | 32.6 | 12.1! | 1.6 | 54.0 | 13.5! | 12.0! | 20.5 | 1.5 |
| 150–299 | 9.0! | 12.5! | 46.9 | 31.7 | 3.2 | 17.1 | 15.2! | 27.2 | 40.6 | 4.3 |
| 300–449 | 0.8! | 4.9! | 33.6 | 60.8 | 4.3 | 10.4! | 17.3! | 25.6 | 46.8 | 4.2 |
| 450 or more | # | 1.6! | 43.0 | 55.5 | 4.3 | 1.6! | 1.6! | 19.4! | 77.4 | 5.5 |

Rounds to zero.

! Interpret data with caution (estimates are unstable).

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

NOTE: See supplemental note 6 for a definition of advanced courses in science and foreign language courses. See supplemental note 1 for details on location and region. Results from these categories cannot be directly compared with results from previous years. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS), previously unpublished tabulation (November 2004).

Time Spent in School

Table 26-1. Average number of hours per year and day spent in public school per student, by instructional level and selected school characteristics: 1987–88 and 1999–2000

| School characteristic | Students in all grades ¹ | | Students in | | | | | |
|--------------------------------------------------------------|-------------------------------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|
| | Hours per year | Hours per day | Elementary | | Middle | | High | |
| | | | Hours per year | Hours per day | Hours per year | Hours per day | Hours per year | Hours per day |
| 1987–88 | | | | | | | | |
| Total | 1,140 | 6.4 | 1,130 | 6.3 | 1,180 | 6.6 | 1,160 | 6.5 |
| Region | | | | | | | | |
| Northeast | 1,120 | 6.2 | 1,110 | 6.1 | 1,160 | 6.4 | 1,140 | 6.4 |
| South | 1,140 | 6.4 | 1,120 | 6.3 | 1,190 | 6.6 | 1,170 | 6.6 |
| Midwest | 1,180 | 6.6 | 1,170 | 6.6 | 1,210 | 6.8 | 1,190 | 6.7 |
| West | 1,090 | 6.1 | 1,080 | 6.0 | 1,140 | 6.3 | 1,110 | 6.1 |
| Location | | | | | | | | |
| Central city | 1,120 | 6.3 | 1,110 | 6.2 | 1,170 | 6.6 | 1,150 | 6.4 |
| Urban fringe/large town | 1,130 | 6.3 | 1,110 | 6.2 | 1,170 | 6.5 | 1,150 | 6.4 |
| Rural/small town | 1,160 | 6.5 | 1,150 | 6.4 | 1,190 | 6.7 | 1,170 | 6.6 |
| Percent of students eligible for free or reduced-price lunch | | | | | | | | |
| Less than 25 | 1,140 | 6.4 | 1,120 | 6.3 | 1,180 | 6.6 | 1,150 | 6.5 |
| 25–49 | 1,150 | 6.4 | 1,130 | 6.3 | 1,180 | 6.6 | 1,180 | 6.6 |
| 50–74 | 1,150 | 6.4 | 1,140 | 6.3 | 1,190 | 6.6 | 1,160 | 6.5 |
| 75 or more | 1,140 | 6.3 | 1,120 | 6.3 | 1,180 | 6.6 | 1,160 | 6.4 |
| 1999–2000 | | | | | | | | |
| Total | 1,180 | 6.6 | 1,170 | 6.5 | 1,210 | 6.8 | 1,190 | 6.6 |
| Region | | | | | | | | |
| Northeast | 1,160 | 6.4 | 1,150 | 6.4 | 1,180 | 6.6 | 1,180 | 6.5 |
| South | 1,180 | 6.6 | 1,170 | 6.6 | 1,200 | 6.7 | 1,210 | 6.8 |
| Midwest | 1,220 | 6.8 | 1,210 | 6.7 | 1,240 | 6.9 | 1,230 | 6.9 |
| West | 1,130 | 6.4 | 1,130 | 6.3 | 1,180 | 6.7 | 1,110 | 6.3 |
| Location | | | | | | | | |
| Central city | 1,170 | 6.6 | 1,160 | 6.5 | 1,200 | 6.7 | 1,200 | 6.7 |
| Urban fringe/large town | 1,170 | 6.5 | 1,160 | 6.5 | 1,200 | 6.7 | 1,170 | 6.5 |
| Rural/small town | 1,200 | 6.7 | 1,190 | 6.7 | 1,220 | 6.9 | 1,200 | 6.7 |
| Percent of students eligible for free or reduced-price lunch | | | | | | | | |
| Less than 25 | 1,180 | 6.6 | 1,160 | 6.5 | 1,210 | 6.8 | 1,190 | 6.6 |
| 25–49 | 1,180 | 6.6 | 1,170 | 6.5 | 1,210 | 6.8 | 1,210 | 6.8 |
| 50–74 | 1,190 | 6.6 | 1,180 | 6.6 | 1,210 | 6.8 | 1,180 | 6.6 |
| 75 or more | 1,180 | 6.6 | 1,170 | 6.5 | 1,220 | 6.8 | 1,160 | 6.5 |

¹ Includes students of combined schools but excludes students attending ungraded schools (i.e., not classified by standard grade levels).

NOTE: See *supplemental note 1* for the states in each region and for more information on location and school lunch. Data for students attending combined schools are not shown. See *supplemental note 3* for more information about the Schools and Staffing Survey (SASS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire" and "School District Questionnaire," 1987–88 and 1999–2000, previously unpublished tabulation (November 2004).

Time Spent in School

Table 26-2. Average number of instructional hours per year spent in public school, by age or grade of student and country: 2000 and 2001

| Country | 15-year-olds in 2000 ¹ | 4th-graders in 2001 ² |
|-----------------------------|-----------------------------------|----------------------------------|
| Austria | 1,120 | — |
| Belgium | 980 | — |
| Czech Republic | 950 | 810 |
| Denmark | 910 | — |
| Finland | 860 | — |
| France | 1,020 | 910 ³ |
| Germany | 910 | 810 |
| Greece | 790 | 790 |
| Hungary | 870 | — |
| Iceland | 840 | 750 |
| Ireland | 950 | — |
| Italy | 1,020 | 1,040 |
| Japan | 1,020 | — |
| Korea | 990 | — |
| New Zealand | 970 | 940 |
| Poland | 870 | — |
| Portugal | 900 | — |
| Spain | 970 | — |
| Sweden | 900 | 860 |
| Switzerland | 980 | — |
| United Kingdom ⁴ | 950 | 960 |
| United States | 990 | 1,040 |

— Not available.

¹ The Program for International Student Assessment (PISA) sampled 15-year-old students. In the United States, this age corresponds largely to 9th- and 10th-grade students.

² The Progress in International Reading Literacy Study (PIRLS) sample is taken from the upper of two adjacent grades with most 9-year-olds at the time of testing (4th grade in the United States and most countries). In other words, the goal was to assess students who had completed 4 years of formal education. The exceptions to this are England and New Zealand. The English and New Zealand students in PIRLS had received 5 years of formal schooling.

³ Data provided by the French ministry.

⁴ The data for 9-year-olds in the United Kingdom are for England only.

NOTE: Instructional hours was derived from the number of weeks in a school year, the number of class periods in the school week, and the number of instructional minutes in a single class period. See *supplemental note 5* for more information on the Program for International Student Assessment (PISA).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000 Program for International Student Assessment (PISA), "School Administrator Questionnaire" and 2001 Progress in International Reading Literacy Study (PIRLS).

Inclusion of Students With Disabilities in Regular Classrooms

Table 27-1. Percentage distribution of students with disabilities ages 6–21 served by the Individuals with Disabilities Education Act, by placement in educational environment: 1994–95 to 2003–04

| School year | Percentage of day in regular education classroom | | | Not in a regular school |
|-------------|--------------------------------------------------|---------------|----------------------|-------------------------|
| | 80 percent or more | 79–40 percent | Less than 40 percent | |
| 1994–95 | 44.5 | 28.7 | 22.4 | 4.3 |
| 1995–96 | 45.3 | 28.7 | 21.6 | 4.4 |
| 1996–97 | 45.8 | 28.5 | 21.4 | 4.3 |
| 1997–98 | 46.4 | 29.0 | 20.4 | 4.1 |
| 1998–99 | 46.1 | 29.8 | 20.1 | 4.1 |
| 1999–2000 | 46.0 | 29.7 | 20.3 | 4.1 |
| 2000–01 | 46.5 | 29.8 | 19.5 | 4.2 |
| 2001–02 | 48.4 | 28.3 | 19.2 | 4.0 |
| 2002–03 | 48.2 | 28.7 | 19.0 | 4.0 |
| 2003–04 | 49.9 | 27.7 | 18.5 | 3.9 |

NOTE: Students counted as disabled are those students served under Part B of the Individuals with Disabilities Education Act in the United States and outlying areas. Detail may not sum to totals because of rounding. See *supplemental note 7* for more information about student disabilities.

SOURCE: U.S. Department of Education, Office of Special Education Programs. (2003). Individuals with Disabilities Education Act (IDEA). Data from tables AB8 and AB10, unpublished tabulations. Retrieved February 7, 2005, from http://www.ideadata.org/arc_toc5.asp#partBLRE.

Inclusion of Students With Disabilities in Regular Classrooms

Table 27-2. Percentage distribution of students with disabilities ages 6–21 served by the Individuals with Disabilities Education Act, by placement in educational environment and race/ethnicity: 2003–04

| Race/ethnicity ¹ | In a regular school | | | | Not in a regular school | | | | | |
|-----------------------------|---------------------|--------------------------------------------------|---------------|----------------------|-------------------------|--------------------------|------------|----------------------|------------|--------------------|
| | Total | Percentage of day in regular education classroom | | | Total | Separate school facility | | Residential facility | | Homebound/hospital |
| | | 80 percent or more | 79–40 percent | Less than 40 percent | | Public | Private | Public | Private | |
| Total | 96.1 | 49.9 | 27.7 | 18.5 | 3.9 | 1.7 | 1.1 | 0.3 | 0.4 | 0.4 |
| American Indian | 97.0 | 50.2 | 33.2 | 13.6 | 3.0 | 1.1 | 0.7 | 0.4 | 0.4 | 0.4 |
| Asian/Pacific Islander | 95.9 | 48.9 | 23.6 | 23.5 | 4.1 | 2.0 | 1.2 | 0.2 | 0.3 | 0.4 |
| Black | 94.8 | 38.6 | 28.1 | 28.1 | 5.2 | 2.3 | 1.5 | 0.4 | 0.5 | 0.5 |
| White | 96.4 | 54.7 | 27.6 | 14.0 | 3.6 | 1.5 | 1.0 | 0.3 | 0.3 | 0.4 |
| Hispanic | 96.6 | 46.3 | 27.3 | 22.9 | 3.4 | 1.5 | 0.9 | 0.2 | 0.3 | 0.5 |

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

NOTE: Students counted as disabled are those students served under Part B of the Individuals with Disabilities Education Act in the United States and outlying areas. See *supplemental note 7* for further information. A separate facility (public or private) includes children and youth who receive special education services for more than 50 percent of the school day in a facility that does not house programs for students without disabilities. A residential facility (public or private) includes children who are served in publicly or privately operated programs in which children receive special education or related services for more than 50 percent of the school day. Homebound/hospital includes children who are served in either a home or hospital setting, including those receiving special education and related services in the home and provided by a professional or paraprofessional who visits the home on a regular basis or schedule. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education Programs. (2003). Individuals With Disabilities Education Act (IDEA). Data from tables AB8 and Table AB10, unpublished tabulations. Retrieved February 7, 2005, from http://www.ideadata.org/arc_toc5.asp#partBLRE.

Profile and Demographic Characteristics of Public Charter Schools

Table 28-1. Percentage distribution of students attending public charter schools, by entity granting school charter, origin of school, and selected charter school characteristics: 2003

| Charter school characteristic | All public charter schools | Entity granting school charter | | | | Origin | |
|--------------------------------------------------|----------------------------|--------------------------------|--------------------------|----------------------------|-------------------------|----------------------|---------------------|
| | | School district | State board of education | Post-secondary institution | State-chartering agency | Newly created school | Pre-existing school |
| Entity granting school charter | | | | | | | |
| School district | 50.5 | 100.0 | † | † | † | 47.7 | 57.2 |
| State board of education | 27.9 | † | 100.0 | † | † | 24.7 | 35.5! |
| Postsecondary institution | 15.9 | † | † | 100.0 | † | 20.7 | 4.5 |
| State-chartering agency | 5.7! | † | † | † | 100.0 | 6.9! | 2.8 |
| Origin | | | | | | | |
| Newly created school | 69.7 | 66.5 | 62.3 | 91.7 | 85.6 | 100.0 | † |
| Pre-existing school | 30.3 | 33.5 | 37.7 | 8.3 | 14.4 | † | 100.0 |
| Control of pre-existing school | | | | | | | |
| Public | 80.4 | 92.2 | 76.2 | # | ‡ | † | 79.0 |
| Private | 19.6! | 7.8 | 23.8! | 100.0 | ‡ | † | 21.0! |
| Educational focus | | | | | | | |
| Comprehensive curriculum/ no specialized area | 67.0 | 61.2 | 59.7 | 85.8 | 82.7 | 65.7 | 70.1 |
| Specialized curriculum | 27.1 | 35.5! | 27.7! | 14.2! | # | 31.9 | 15.8! |
| Particular educational philosophy | 5.9! | 3.4! | 12.6 | # | 17.3 | 2.4! | 14.1 |

† Not applicable.

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Charter School Pilot Study, previously unpublished tabulation (May 2005).

Profile and Demographic Characteristics of Public Charter Schools

Table 28-2. Percentage distribution of students attending public schools by type of school, entity granting school charter, origin of school, and selected school characteristics: 2003

| School characteristic | All public schools | | All public charter schools | | | | | |
|-------------------------|--------------------|---------|--------------------------------|--------------------------|----------------------------|-------------------------|----------------------|---------------------|
| | Conventional | Charter | Entity granting school charter | | | | Origin | |
| | | | School district | State board of education | Post-secondary institution | State-chartering agency | Newly created school | Pre-existing school |
| Students served | | | | | | | | |
| All | — | 94.8 | 97.2 | 87.7 | 98.4 | 100.0 | 95.7 | 92.9 |
| At-risk | — | 4.2! | 2.8! | 9.8! | # | # | 4.0! | 4.8! |
| Gifted/talented | — | 0.9 | # | 2.5 | 1.6 | # | # | 2.3 |
| Enrollment | | | | | | | | |
| 1–299 | 10.9 | 28.5 | 31.5! | 19.7! | 17.0! | 78.3 | 31.5 | 20.7 |
| 300–499 | 32.0 | 20.5 | 12.8! | 18.9! | 48.1 | 21.7 | 24.5 | 9.9! |
| 500–699 | 30.1 | 35.2 | 36.1! | 39.2! | 34.8 | # | 33.4! | 40.0 |
| 700 or more | 27.0 | 15.9 | 19.6! | 22.2! | # | # | 10.6! | 29.5 |
| Location | | | | | | | | |
| Central city | 28.8 | 51.4 | 42.3 | 67.2 | 52.4 | 57.2! | 53.9 | 45.7 |
| Urban fringe/large town | 41.0 | 37.4 | 47.7 | 21.2! | 36.4 | 18.6! | 35.5 | 41.9 |
| Rural/small town | 30.1 | 11.2 | 10.0! | 11.7! | 11.2! | 24.2! | 10.7! | 12.4! |
| Region | | | | | | | | |
| Northeast | 20.4 | 10.4 | 3.4! | 30.9 | 0.0 | # | 14.6 | 0.8 |
| Southeast | 23.7 | 24.3 | 36.3 | 23.7! | 0.0 | # | 20.4! | 33.2! |
| Central | 22.2 | 24.1 | 9.8 | 13.7! | 100.0 | # | 27.8 | 15.4! |
| West | 33.7 | 41.2 | 50.5 | 31.8 | 0.0 | 100.0 | 37.2 | 50.6 |

— Not available.

Rounds to zero.

! Interpret data with caution (estimates are unstable).

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Charter School Pilot Study, previously unpublished tabulation (May 2005).

Profile and Demographic Characteristics of Public Charter Schools

Table 28-3. Percentage distribution of students attending public schools by type of school, entity granting school charter, origin of school, and selected student characteristics: 2003

| Student characteristic | All public schools | | All public charter schools | | | | | | |
|----------------------------------------------------|--------------------|---------|--------------------------------|--------------------------|----------------------------|-------------------------|----------------------|---------------------|------|
| | Conventional | Charter | Entity granting school charter | | | Origin | | | |
| | | | School district | State board of education | Post-secondary institution | State-chartering agency | Newly created school | Pre-existing school | |
| Race/ethnicity¹ | | | | | | | | | |
| American Indian | 1.2 | 0.6! | 1.0! | # | # | # | | 0.7! | 0.6! |
| Asian | 4.1 | 2.3 | 2.8 | 2.3! | 0.5 | 3.0 | | 2.0 | 3.0! |
| Black | 17.4 | 29.4 | 14.7 | 46.5 | 56.3 | 7.3! | | 31.9 | 23.6 |
| White | 59.2 | 49.7 | 61.5 | 28.5 | 39.3 | 74.1 | | 51.7 | 44.9 |
| Hispanic | 18.1 | 18.0 | 20.0 | 22.3 | 3.8! | 15.6! | | 13.7 | 27.9 |
| Eligibility for free or reduced-price lunch | | | | | | | | | |
| Eligible | 45.4 | 45.0 | 33.9 | 61.4 | 57.9 | ‡ | | 43.5 | 48.8 |
| Not eligible | 54.6 | 55.0 | 66.1 | 38.6 | 42.1 | ‡ | | 56.5 | 51.2 |
| Limited-English-proficient | | | | | | | | | |
| No | 91.5 | 92.5 | 90.5 | 93.7 | 94.7 | 99.0 | | 95.1 | 86.5 |
| Yes | 8.5 | 7.5 | 9.5 | 6.3! | 5.3 | 1.0 | | 4.9 | 13.5 |

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

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

NOTE: Detail may not sum to totals because of rounding. For more information on the National School Lunch Program, see *supplemental note 1*. See *supplemental note 4* for more information about the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Charter School Pilot Study, previously unpublished tabulation (May 2005).

Student Perceptions of Their School's Social and Learning Environment

Table 29-1. Percentage of 10th-graders in public schools who agreed and disagreed with selected statements about their school's learning environment, by race/ethnicity of students and level of minority enrollment at school: 2002

| Selected statements, all schools, and level of minority enrollment | Race/ethnicity of students ¹ | | | | | | | | | | | |
|--------------------------------------------------------------------------|-----------------------------------------|----------|------------------------|----------|-------|----------|-------|----------|----------|----------|-------|----------|
| | All students | | Asian/Pacific Islander | | Black | | White | | Hispanic | | Other | |
| | Agree | Disagree | Agree | Disagree | Agree | Disagree | Agree | Disagree | Agree | Disagree | Agree | Disagree |
| When I work hard on schoolwork, my teachers praise my effort | | | | | | | | | | | | |
| All schools | 63.2 | 36.8 | 66.3 | 33.7 | 64.8 | 35.2 | 61.9 | 38.1 | 67.4 | 32.6 | 58.2 | 41.8 |
| High-minority | 65.2 | 34.8 | 65.8 | 34.2 | 65.1 | 35.0 | 63.6 | 36.5 | 66.9 | 33.1 | 60.3 | 39.7 |
| Medium-minority | 62.0 | 38.0 | 69.0 | 31.0 | 64.5 | 35.5 | 60.4 | 39.6 | 65.2 | 34.9 | 57.9 | 42.1 |
| Low-minority | 62.4 | 37.6 | 62.9 | 37.1 | 62.8 | 37.3 | 62.2 | 37.8 | 73.6 | 26.4 | 57.0 | 43.1 |
| In class I often feel "put down" by my teachers | | | | | | | | | | | | |
| All schools | 13.5 | 86.5 | 12.2 | 87.9 | 12.7 | 87.3 | 12.3 | 87.7 | 18.1 | 81.9 | 15.9 | 84.1 |
| High-minority | 14.7 | 85.3 | 12.8 | 87.2 | 13.4 | 86.7 | 10.6 | 89.4 | 18.5 | 81.6 | 14.4 | 85.7 |
| Medium-minority | 13.3 | 86.8 | 10.5 | 89.5 | 11.1 | 89.0 | 13.0 | 87.0 | 17.1 | 82.9 | 14.4 | 85.6 |
| Low-minority | 12.8 | 87.2 | 12.8 | 87.2 | 11.5 | 88.5 | 12.3 | 87.7 | 17.3 | 82.8 | 17.8 | 82.2 |
| Misbehaving students often get away with it | | | | | | | | | | | | |
| All schools | 53.5 | 46.6 | 57.2 | 42.8 | 48.7 | 51.3 | 54.1 | 45.9 | 54.4 | 45.6 | 54.0 | 46.0 |
| High-minority | 55.5 | 44.5 | 59.5 | 40.5 | 49.7 | 50.3 | 60.8 | 39.2 | 55.4 | 44.6 | 65.6 | 34.4 |
| Medium-minority | 52.8 | 47.2 | 54.2 | 45.8 | 46.5 | 53.5 | 54.6 | 45.5 | 56.0 | 44.0 | 44.0 | 56.0 |
| Low-minority | 52.3 | 47.7 | 54.8 | 45.2 | 46.4 | 53.7 | 52.9 | 47.1 | 46.4 | 53.6 | 50.9 | 49.1 |
| Disruptions by other students get in the way of my learning | | | | | | | | | | | | |
| All schools | 46.7 | 53.3 | 55.3 | 44.7 | 55.1 | 44.9 | 42.5 | 57.5 | 50.8 | 49.2 | 51.1 | 48.9 |
| High-minority | 55.6 | 44.4 | 58.1 | 41.9 | 57.6 | 42.4 | 53.8 | 46.2 | 53.4 | 46.7 | 61.3 | 38.8 |
| Medium-minority | 45.2 | 54.9 | 54.7 | 45.3 | 48.5 | 51.5 | 43.4 | 56.6 | 44.8 | 55.2 | 46.7 | 53.3 |
| Low-minority | 41.5 | 58.5 | 49.1 | 50.9 | 52.3 | 47.8 | 40.5 | 59.5 | 45.6 | 54.4 | 45.9 | 54.1 |

¹ Black includes African American, Pacific Islander includes Native Hawaiian, Hispanic includes Latino, and Other includes American Indian (including Alaska Native) and persons of more than one race. Race categories exclude Hispanic origin unless specified.

NOTE: When asked to respond to statements about their school's learning and social environment, students could respond in four ways. "Agree" includes responses "Strongly agree" and "Agree"; "Disagree" includes responses "Disagree" and "Strongly disagree." Schools classified as "Low-minority" had less than 25 percent minority enrollment; schools classified as "Medium-minority" had 25 percent to 49 percent minority enrollment; and schools classified as "High-minority" had 50 percent or more minority enrollment. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Common Core of Data (CCD) and the Education Longitudinal Study of 2002 (ELS:2002).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base Year, Student Questionnaire, 2002" and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey" 2001–02, previously unpublished tabulation (October 2004).

Student Perceptions of Their School’s Social and Learning Environment

Table 29-2. Percentage of 10th-graders in public schools who agreed and disagreed with selected statements about their school’s social environment, by race/ethnicity of students and level of minority enrollment at school: 2002

| Selected statements, all schools, and level of minority enrollment | Race/ethnicity of students ¹ | | | | | | | | | | | |
|--------------------------------------------------------------------------|-----------------------------------------|----------|------------------------|----------|-------|----------|-------|----------|----------|----------|-------|----------|
| | All students | | Asian/Pacific Islander | | Black | | White | | Hispanic | | Other | |
| | Agree | Disagree | Agree | Disagree | Agree | Disagree | Agree | Disagree | Agree | Disagree | Agree | Disagree |
| Students make friends with students of other racial/ethnic groups | | | | | | | | | | | | |
| All schools | 89.6 | 10.4 | 90.2 | 9.8 | 90.7 | 9.3 | 88.9 | 11.1 | 91.0 | 9.0 | 89.8 | 10.2 |
| High-minority | 89.9 | 10.1 | 90.2 | 9.8 | 89.4 | 10.6 | 87.3 | 12.7 | 91.7 | 8.3 | 89.2 | 10.8 |
| Medium-minority | 90.6 | 9.4 | 89.3 | 10.7 | 94.5 | 5.5 | 89.6 | 10.4 | 90.8 | 9.2 | 90.5 | 9.6 |
| Low-minority | 89.1 | 11.0 | 91.1 | 8.9 | 90.6 | 9.4 | 89.0 | 11.1 | 87.5 | 12.5 | 90.5 | 9.5 |
| In class I often feel “put down” by other students | | | | | | | | | | | | |
| All schools | 16.7 | 83.3 | 16.7 | 83.3 | 14.1 | 85.9 | 16.4 | 83.6 | 18.5 | 81.5 | 21.7 | 78.3 |
| High-minority | 18.2 | 81.8 | 19.0 | 81.0 | 15.4 | 84.6 | 18.5 | 81.5 | 19.7 | 80.3 | 22.4 | 77.6 |
| Medium-minority | 14.3 | 85.7 | 13.2 | 86.8 | 10.1 | 89.9 | 14.6 | 85.4 | 16.8 | 83.2 | 17.2 | 82.8 |
| Low-minority | 16.8 | 83.2 | 15.8 | 84.2 | 15.3 | 84.7 | 16.6 | 83.4 | 14.9 | 85.1 | 24.2 | 75.8 |
| Fights often occur between different racial/ethnic groups | | | | | | | | | | | | |
| All schools | 28.0 | 72.0 | 35.9 | 64.1 | 26.8 | 73.3 | 23.8 | 76.3 | 41.9 | 58.1 | 30.2 | 69.8 |
| High-minority | 34.9 | 65.1 | 40.7 | 59.3 | 24.1 | 75.9 | 37.6 | 62.4 | 42.2 | 57.9 | 32.6 | 67.4 |
| Medium-minority | 36.2 | 63.8 | 36.1 | 63.9 | 29.2 | 70.8 | 35.1 | 64.9 | 47.6 | 52.4 | 37.7 | 62.3 |
| Low-minority | 19.7 | 80.3 | 23.6 | 76.4 | 37.1 | 62.9 | 18.1 | 81.9 | 31.8 | 68.2 | 23.9 | 76.1 |
| I don’t feel safe at this school | | | | | | | | | | | | |
| All schools | 12.6 | 87.4 | 12.5 | 87.5 | 17.7 | 82.3 | 9.8 | 90.2 | 17.1 | 83.0 | 16.0 | 84.0 |
| High-minority | 18.5 | 81.5 | 14.9 | 85.1 | 21.2 | 78.8 | 14.4 | 85.6 | 19.1 | 80.9 | 18.0 | 82.0 |
| Medium-minority | 11.1 | 88.9 | 11.3 | 88.7 | 9.0 | 91.1 | 10.5 | 89.6 | 13.0 | 87.0 | 17.7 | 82.3 |
| Low-minority | 9.3 | 90.7 | 7.9 | 92.1 | 13.6 | 86.4 | 8.8 | 91.2 | 12.0 | 88.0 | 13.3 | 86.7 |

¹Black includes African American, Pacific Islander includes Native Hawaiian, Hispanic includes Latino, and Other includes American Indian (including Alaska Native) and persons of more than one race. Race categories exclude Hispanic origin unless specified.

NOTE: When asked to respond to statements about their school’s learning and social environment, students could respond in four ways. “Agree” includes responses “Strongly agree” and “Agree”; “Disagree” includes responses “Disagree” and “Strongly disagree.” Schools classified as “Low-minority” had less than 25 percent minority enrollment; schools classified as “Medium-minority” had 25 percent to 49 percent minority enrollment; and schools classified as “High-minority” had 50 percent or more minority enrollment. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Common Core of Data (CCD) and the Education Longitudinal Study of 2002 (ELS:2002).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), “Base Year, Student Questionnaire, 2002” and Common Core of Data (CCD), “Public Elementary/ Secondary School Universe Survey” 2001–02, previously unpublished tabulation (October 2004).

School Violence and Safety

Table 30-1. Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime: 1992–2002

| Location and year | Total | Theft | Violent crime | |
|-------------------------|-------|-------|-------------------|-----------------------|
| | | | All violent crime | Serious violent crime |
| At school | | | | |
| 1992 | 144 | 95 | 48 | 10 |
| 1993 | 155 | 96 | 59 | 12 |
| 1994 | 150 | 94 | 56 | 13 |
| 1995 | 135 | 85 | 50 | 9 |
| 1996 | 121 | 78 | 43 | 9 |
| 1997 | 102 | 63 | 40 | 8 |
| 1998 | 101 | 58 | 43 | 9 |
| 1999 | 92 | 59 | 33 | 7 |
| 2000 | 72 | 46 | 26 | 5 |
| 2001 | 73 | 45 | 28 | 6 |
| 2002 | 64 | 40 | 24 | 3 |
| Away from school | | | | |
| 1992 | 138 | 68 | 71 | 32 |
| 1993 | 139 | 69 | 70 | 35 |
| 1994 | 129 | 60 | 69 | 33 |
| 1995 | 119 | 61 | 58 | 23 |
| 1996 | 117 | 62 | 55 | 26 |
| 1997 | 117 | 58 | 59 | 24 |
| 1998 | 95 | 46 | 48 | 21 |
| 1999 | 78 | 39 | 39 | 18 |
| 2000 | 74 | 40 | 34 | 14 |
| 2001 | 61 | 33 | 28 | 11 |
| 2002 | 55 | 29 | 26 | 11 |

NOTE: Violent crimes include serious violent crimes and simple assault. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to and from school. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the National Crime Victimization Survey.
SOURCE: DeVoe, J., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder T., and Baum, K. (2004). *Indicators of School Crime and Safety: 2004* (NCES 2005–002/NCJ 205290), tables 2.2 and 2.4. Data from U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2002.

School Violence and Safety

Table 30-2. Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime and selected student characteristics: 2002

| Student characteristic | At school | | | | Away from school | | | |
|-----------------------------|-----------|-----------|-------------------|-----------------------|------------------|-----------|-------------------|-----------------------|
| | Total | Theft | Violent crime | | Total | Theft | Violent crime | |
| | | | All violent crime | Serious violent crime | | | All violent crime | Serious violent crime |
| Total | 64 | 40 | 24 | 3 | 55 | 29 | 26 | 11 |
| Sex | | | | | | | | |
| Male | 66 | 39 | 27 | 4 | 57 | 29 | 29 | 12 |
| Female | 62 | 41 | 21 | 2! | 53 | 29 | 24 | 10 |
| Age | | | | | | | | |
| 12–14 | 73 | 41 | 31 | 4 | 35 | 22 | 14 | 5 |
| 15–18 | 56 | 39 | 18 | 2 | 73 | 35 | 37 | 17 |
| Race/ethnicity ¹ | | | | | | | | |
| Black | 52 | 34 | 18 | 4! | 56 | 24 | 31 | 14 |
| White | 72 | 44 | 28 | 3 | 60 | 32 | 27 | 11 |
| Other | 42 | 42 | — | — | 42 | 28 | 13 | 3! |
| Hispanic | 53 | 30 | 22 | 5! | 42 | 20 | 22 | 13 |
| Location | | | | | | | | |
| Urban | 70 | 41 | 29 | 5 | 65 | 33 | 32 | 15 |
| Suburban | 67 | 44 | 24 | 3 | 51 | 26 | 26 | 10 |
| Rural | 46 | 27 | 18 | 1! | 53 | 33 | 20 | 10 |
| Household income | | | | | | | | |
| Less than \$15,000 | 48 | 22 | 26 | 5! | 84 | 51 | 33 | 25 |
| \$15,000–29,999 | 48 | 31 | 17 | 4! | 76 | 31 | 46 | 16 |
| 30,000–49,999 | 76 | 43 | 33 | 4! | 60 | 34 | 26 | 12 |
| 50,000–74,999 | 68 | 41 | 27 | 2! | 44 | 23 | 22 | 8 |
| 75,000 or more | 81 | 57 | 24 | 4! | 39 | 26 | 13 | 5! |

— Not available.

! Interpret data with caution (estimate based on fewer than 10 cases).

¹ Black includes African American; Other includes Asian, Pacific Islander, and American Indian (including Alaska Native); and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: Violent crimes include serious violent crimes and simple assault. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to and from school. Detail may not sum to totals because of rounding. For more information about location, see *supplemental note 1*. See *supplemental note 3* for more information about the National Crime Victimization Survey (NCVS).

SOURCE: DeVoe, J., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder T., and Baum, K. (2004). *Indicators of School Crime and Safety: 2004* (NCES 2005–002/NCJ 205290), tables 2.2 and 2.4. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2002.

Minority Student Enrollments

Table 31-1. Number and percentage of minority students enrolled in degree-granting institutions and, among minority students, percentage distribution of students by the minority enrollment concentration at the institution attended, by type of institution: Fall 2002

| Type of institution | Number of minority students enrolled | Percent of total enrollment | Percent minority enrollment | | | | | | | | | |
|--------------------------|--------------------------------------|-----------------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|--------------|
| | | | Less than 10.0 | 10.0–19.9 | 20.0–29.9 | 30.0–39.9 | 40.0–49.9 | 50.0–59.9 | 60.0–69.9 | 70.0–79.9 | 80.0–89.9 | 90.0 or more |
| Total¹ | 4,880,548 | 29.4 | 4.2 | 12.5 | 16.3 | 14.0 | 11.4 | 11.3 | 9.2 | 8.0 | 6.3 | 6.8 |
| Doctoral | 1,143,108 | 24.0 | 5.2 | 19.8 | 28.4 | 18.2 | 8.8 | 6.9 | 4.6 | 4.5 | 1.2 | 2.4 |
| Master's | 1,081,922 | 26.4 | 6.2 | 15.4 | 15.5 | 10.1 | 11.5 | 13.6 | 6.2 | 7.1 | 4.2 | 10.3 |
| Other 4-year | 315,249 | 25.7 | 8.0 | 13.3 | 13.0 | 8.5 | 7.3 | 6.9 | 3.6 | 8.5 | 10.9 | 20.1 |
| 2-year | 2,340,269 | 35.8 | 2.3 | 7.6 | 11.1 | 14.6 | 13.2 | 13.0 | 13.6 | 10.0 | 9.1 | 5.5 |

¹ Minority students include American Indian (including Alaska Native), Asian/Pacific Islander (including Native Hawaiian), Black (including African American), and Hispanic (including Latino). See *supplemental note 1* for information on race/ethnicity categories.

NOTE: Nonresident aliens are included in the total enrollment (i.e., the denominator), but none are considered minority students. Data are for 4- and 2-year degree-granting institutions that were participating in Title IV federal financial aid programs in fall 2002. See *supplemental note 8* for information on types of institutions. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2002 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:02), fall 2002, previously unpublished tabulation (December 2004).

Table 31-2. Number and percentage of students enrolled in degree-granting institutions and, for each racial/ethnic group, the percentage distribution of students by their racial/ethnic enrollment concentration at the institution attended, by student race/ethnicity and type of institution: Fall 2002

| Student race/ethnicity ¹ and type of institution | Number of students enrolled | Percent by type of institution | Percent of total enrollment | Racial/ethnic percentage of total enrollment at degree-granting institution ² | | | | | | | | | |
|------------------------------------------------------------------|-----------------------------|--------------------------------|-----------------------------|------------------------------------------------------------------------------------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|--------------|
| | | | | Less than 10.0 | 10.0–19.9 | 20.0–29.9 | 30.0–39.9 | 40.0–49.9 | 50.0–59.9 | 60.0–69.9 | 70.0–79.9 | 80.0–89.9 | 90.0 or more |
| American Indian | 165,914 | 100.0 | 1.0 | 78.8 | 4.0 | 6.2 | 0.9 | 1.0 | 0.2 | # | 3.3 | 1.1 | 4.4 |
| Tribal ³ | 13,024 | 7.8 | 82.2 | 0 | 0 | 2.4 | 0.7 | 0 | 1.8 | 0 | 25.1 | 14.2 | 55.8 |
| Non-tribal | 152,890 | 92.2 | 0.9 | 85.5 | 4.3 | 6.6 | 0.9 | 1.1 | 0.1 | # | 1.4 | # | 0 |
| Black | 1,978,746 | 100.0 | 11.9 | 24.5 | 24.1 | 15.2 | 9.8 | 5.6 | 3.1 | 1.8 | 3.3 | 5.8 | 6.7 |
| Historically Black Colleges and Universities (HBCU) ⁴ | 244,442 | 12.4 | 82.6 | 0.1 | 1.3 | 0 | 0.4 | # | 0.2 | 1.7 | 10.6 | 34.1 | 51.5 |
| Non-HBCU | 1,734,304 | 87.6 | 10.6 | 28.0 | 27.4 | 17.4 | 11.1 | 6.4 | 3.5 | 1.8 | 2.3 | 1.8 | 0.4 |
| Hispanic | 1,661,726 | 100.0 | 10.0 | 21.9 | 22.6 | 16.1 | 10.9 | 8.9 | 7.7 | 4.8 | 2.5 | 2.8 | 1.8 |
| Hispanic Serving Institutions (HSI) ⁵ | 781,550 | 47.0 | 42.3 | # | 0.6 | 15.8 | 22.9 | 18.8 | 16.4 | 10.3 | 5.3 | 5.9 | 3.9 |
| Non-HSI | 880,176 | 53.0 | 6.0 | 41.3 | 42.1 | 16.4 | 0.3 | # | 0 | 0 | 0 | 0 | 0 |

Rounds to zero.

¹ American Indian includes Alaska Native, Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. See *supplemental note 1* for information on race/ethnicity categories.

² Refers to the concentration of student's own racial/ethnic group at the institution attended.

³ These colleges are, with few exceptions, tribally controlled and located on reservations. They are all members of the American Indian Higher Education Consortium.

⁴ Historically Black colleges and universities are degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations, 20 U.S. Code, Section 1061 (2), allow for certain exceptions to the founding date. Most institutions are in the southern and border states and were established prior to 1954.

⁵ Hispanic serving institutions are defined as those with full-time-equivalent undergraduate enrollment of Hispanic students at 25 percent or more.

NOTE: Nonresident aliens are included in the total enrollment (i.e., the denominator) but none are considered minority students. Data are for 4-year and 2-year degree-granting institutions that were participating in Title IV federal financial aid programs in fall 2002. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2002 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:02), fall 2002, previously unpublished tabulation (December 2004).

Minority Student Enrollments

Table 31-3. Number and percentage of students enrolled in degree-granting institutions and, for each racial/ethnic group, the percentage distribution of students by their racial/ethnic enrollment concentration at the institution attended, by student race/ethnicity and type of institution: Fall 2002

| Student race/ethnicity ¹ and type of institution | Number of students enrolled | Percent of total enrollment | Racial/ethnic percentage of total enrollment at degree-granting institution ² | | | | | | | | | |
|-------------------------------------------------------------|-----------------------------|-----------------------------|------------------------------------------------------------------------------------------|-------------|-------------|-------------|------------|------------|-------------|-------------|-------------|--------------|
| | | | Less than 10.0 | 10.0–19.9 | 20.0–29.9 | 30.0–39.9 | 40.0–49.9 | 50.0–59.9 | 60.0–69.9 | 70.0–79.9 | 80.0–89.9 | 90.0 or more |
| American Indian | 165,914 | 1.0 | 78.8 | 4.0 | 6.2 | 0.9 | 1.0 | 0.2 | # | 3.3 | 1.1 | 4.4 |
| Doctoral | 34,107 | 0.7 | 96.0 | 4.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Master's | 35,037 | 0.9 | 81.4 | 3.6 | 14.9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other 4-year | 15,465 | 1.3 | 51.0 | 8.3 | 5.6 | 0 | 2.2 | 0 | 0.4 | 7.7 | 7.5 | 17.2 |
| 2-year | 81,305 | 1.2 | 75.7 | 3.3 | 5.2 | 1.9 | 1.6 | 0.5 | 0 | 5.3 | 0.9 | 5.7 |
| Asian/Pacific Islander | 1,074,162 | 6.5 | 37.4 | 29.6 | 11.5 | 10.7 | 7.0 | 0.7 | 1.7 | 0.8 | 0.6 | # |
| Doctoral | 383,412 | 8.1 | 35.5 | 34.9 | 9.4 | 14.2 | 3.1 | 0 | 3.0 | 0 | 0 | 0 |
| Master's | 204,558 | 5.0 | 44.5 | 16.6 | 16.8 | 14.4 | 7.0 | 0.5 | 0.1 | 0 | 0 | 0.2 |
| Other 4-year | 45,170 | 3.7 | 59.0 | 23.7 | 7.1 | 2.0 | 5.1 | 1.1 | 1.2 | 0.1 | 0.7 | 0 |
| 2-year | 441,022 | 6.8 | 33.5 | 31.6 | 11.4 | 6.8 | 10.7 | 1.4 | 1.2 | 2.1 | 1.3 | 0 |
| Black | 1,978,746 | 11.9 | 24.5 | 24.1 | 15.2 | 9.8 | 5.6 | 3.1 | 1.8 | 3.3 | 5.8 | 6.7 |
| Doctoral | 420,915 | 8.8 | 39.5 | 32.7 | 14.2 | 1.7 | 0.9 | 0 | 0 | 1.6 | 5.1 | 4.3 |
| Master's | 518,983 | 12.7 | 23.3 | 21.8 | 12.6 | 10.2 | 3.5 | 0.2 | 2.1 | 4.0 | 10.3 | 12.1 |
| Other 4-year | 179,779 | 14.7 | 17.7 | 13.1 | 9.9 | 6.7 | 9.4 | 5.5 | 1.3 | 3.3 | 9.6 | 23.5 |
| 2-year | 859,069 | 13.2 | 19.3 | 23.6 | 18.4 | 14.2 | 8.4 | 5.9 | 2.7 | 3.7 | 2.6 | 1.1 |
| White | 11,140,240 | 67.1 | 0.2 | 0.6 | 1.3 | 2.3 | 4.9 | 7.7 | 13.9 | 23.9 | 28.5 | 16.7 |
| Doctoral | 3,290,568 | 69.2 | # | 0.1 | 0.7 | 1.0 | 4.0 | 8.3 | 20.0 | 32.1 | 28.7 | 5.1 |
| Master's | 2,884,664 | 70.4 | 0.2 | 0.4 | 0.9 | 2.3 | 4.1 | 5.0 | 8.4 | 20.3 | 35.4 | 23.0 |
| Other 4-year | 878,542 | 71.6 | 0.2 | 0.6 | 0.9 | 1.0 | 2.2 | 4.4 | 7.1 | 17.7 | 29.7 | 36.1 |
| 2-year | 4,086,466 | 62.6 | 0.2 | 1.1 | 2.1 | 3.7 | 6.9 | 9.8 | 14.4 | 21.2 | 23.0 | 17.4 |
| Hispanic | 1,661,726 | 10.0 | 21.9 | 22.6 | 16.1 | 10.9 | 8.9 | 7.7 | 4.8 | 2.5 | 2.8 | 1.8 |
| Doctoral | 304,674 | 6.4 | 45.8 | 30.2 | 8.3 | 0.9 | 0 | 8.6 | 2.0 | 4.2 | 0 | 0 |
| Master's | 323,344 | 7.9 | 27.4 | 24.1 | 20.9 | 8.0 | 5.7 | 5.2 | 0.7 | 0 | 5.1 | 2.9 |
| Other 4-year | 74,835 | 6.1 | 36.2 | 24.1 | 11.4 | 12.9 | 3.6 | 5.5 | 2.1 | 1.8 | 2.5 | 0 |
| 2-year | 958,873 | 14.7 | 11.3 | 19.6 | 17.3 | 14.9 | 13.1 | 8.5 | 7.3 | 2.9 | 2.9 | 2.2 |

Rounds to zero.

¹ American Indian includes Alaska Native, Asian/Pacific Islander includes Native Hawaiian, Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. See *supplemental note 1* for information on race/ethnicity categories.

² Refers to the concentration of student's own racial/ethnic group at the institution attended.

NOTE: Nonresident aliens are included in the total enrollment (i.e., the denominator), but none are considered minority students. Data are for 4- and 2-year degree-granting institutions that were participating in Title IV federal financial aid programs in fall 2002. See *supplemental note 8* for information on types of institutions. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS)

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2002 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:02), fall 2002, previously unpublished tabulation (December 2004).

Faculty Salaries, Benefits, and Total Compensation

Table 32-1. Total compensation, average salaries by academic rank and type of institution, fringe benefits by type of institution, and percentage distribution of full-time instructional faculty at degree-granting institutions: Selected academic years, 1977–78 to 2002–03

| Compensation, salary, and benefits ¹ | [In constant 2002–03 dollars] | | | | | | | | | | | | Percent change 1987–88 to 2002–03 |
|-------------------------------------------------|-------------------------------|----------|---------|----------|---------|----------|---------|----------|---------|----------|---------|----------|-----------------------------------|
| | 1977–78 | | 1982–83 | | 1987–88 | | 1992–93 | | 1997–98 | | 2002–03 | | |
| | Percent | Average | Percent | Average | Percent | Average | Percent | Average | Percent | Average | Percent | Average | |
| Total compensation | 100.0 | \$66,600 | 100.0 | \$63,100 | 100.0 | \$70,000 | 100.0 | \$72,700 | 100.0 | \$73,500 | 100.0 | \$78,300 | 11.9 |
| Salary | | | | | | | | | | | | | |
| All faculty | 100.0 | 57,000 | 100.0 | 52,100 | 100.0 | 58,400 | 100.0 | 59,000 | 100.0 | 59,700 | 100.0 | 62,800 | 7.5 |
| Professor | 24.1 | 77,000 | 28.0 | 68,600 | 30.2 | 76,800 | 30.8 | 77,900 | 30.9 | 79,300 | 28.2 | 86,100 | 12.1 |
| Associate professor | 24.3 | 58,000 | 24.7 | 51,800 | 24.5 | 57,500 | 23.7 | 58,100 | 24.0 | 58,600 | 21.9 | 62,800 | 9.2 |
| Assistant professor | 26.5 | 47,400 | 23.5 | 42,300 | 22.6 | 47,400 | 23.3 | 48,200 | 21.8 | 48,400 | 23.3 | 52,800 | 11.4 |
| Instructor | 8.7 | 38,300 | 6.7 | 34,100 | 5.8 | 37,200 | 5.6 | 37,800 | 5.4 | 38,100 | 15.6 | 47,300 | 27.2 |
| Lecturer | 1.5 | 44,200 | 1.5 | 38,500 | 1.8 | 42,500 | 2.0 | 40,300 | 2.3 | 40,900 | 3.3 | 43,700 | 2.8 |
| No rank | 14.9 | 52,100 | 15.5 | 46,600 | 15.1 | 49,600 | 14.6 | 48,100 | 15.6 | 49,000 | 7.7 | 46,500 | -6.3 |
| All institutions | 100.0 | 57,000 | 100.0 | 52,100 | 100.0 | 58,400 | 100.0 | 59,000 | 100.0 | 59,700 | 100.0 | 62,800 | 7.5 |
| Public 4-year doctoral universities | 27.3 | 64,200 | 27.8 | 58,600 | 27.8 | 66,500 | 30.5 | 66,500 | 28.1 | 68,500 | 28.6 | 72,800 | 9.5 |
| Private 4-year doctoral universities | 8.0 | 66,100 | 8.2 | 61,800 | 9.6 | 70,200 | 11.0 | 74,400 | 9.9 | 77,500 | 11.1 | 82,500 | 17.5 |
| Public 4-year master's colleges/universities | 22.5 | 56,900 | 21.9 | 51,300 | 20.9 | 58,000 | 17.7 | 56,500 | 18.3 | 56,800 | 16.7 | 58,900 | 1.6 |
| Private 4-year master's colleges/universities | 7.2 | 52,100 | 7.4 | 47,400 | 8.2 | 52,300 | 9.1 | 52,400 | 10.4 | 54,800 | 10.7 | 56,000 | 7.1 |
| Public other 4-year colleges | 3.0 | 53,600 | 3.0 | 49,100 | 3.4 | 55,800 | 2.6 | 52,300 | 2.4 | 52,800 | 2.5 | 56,200 | 0.7 |
| Private other 4-year colleges | 9.6 | 45,400 | 8.9 | 43,000 | 8.8 | 46,100 | 7.1 | 49,700 | 8.1 | 49,600 | 7.8 | 51,600 | 11.9 |
| Public 2-year colleges | 21.4 | 52,900 | 21.8 | 47,500 | 20.5 | 51,000 | 21.2 | 49,800 | 21.0 | 51,300 | 20.9 | 52,400 | 2.7 |
| Private 2-year colleges | 1.0 | 37,400 | 1.0 | 31,400 | 0.6 | 36,300 | 0.8 | 36,200 | 1.7 | 35,100 | 1.7 | 35,000 | -3.6 |
| Fringe benefits | | | | | | | | | | | | | |
| All institutions | 100.0 | 9,600 | 100.0 | 11,000 | 100.0 | 11,600 | 100.0 | 13,700 | 100.0 | 13,800 | 100.0 | 15,500 | 33.6 |
| Public 4-year doctoral universities | 27.3 | 10,600 | 27.8 | 12,300 | 27.8 | 13,900 | 30.5 | 15,300 | 28.1 | 15,600 | 28.6 | 17,300 | 24.5 |
| Private 4-year doctoral universities | 8.0 | 11,500 | 8.2 | 13,200 | 9.6 | 14,400 | 11.0 | 17,400 | 9.9 | 17,400 | 11.1 | 20,000 | 38.9 |
| Public 4-year master's colleges/universities | 22.5 | 9,800 | 21.9 | 11,400 | 20.9 | 12,300 | 17.7 | 14,400 | 18.3 | 13,400 | 16.7 | 15,000 | 22.0 |
| Private 4-year master's colleges/universities | 7.2 | 8,700 | 7.4 | 9,600 | 8.2 | 10,700 | 9.1 | 12,700 | 10.4 | 12,700 | 10.7 | 14,200 | 32.7 |
| Public other 4-year colleges | 3.0 | 9,200 | 3.0 | 10,100 | 3.4 | 9,300 | 2.6 | 12,000 | 2.4 | 11,800 | 2.5 | 15,200 | 63.4 |
| Private other 4-year colleges | 9.6 | 7,700 | 8.9 | 8,900 | 8.8 | 9,600 | 7.1 | 11,900 | 8.1 | 11,600 | 7.8 | 14,400 | 50.0 |
| Public 2-year colleges | 21.4 | 8,900 | 21.8 | 10,000 | 20.5 | 8,500 | 21.2 | 10,500 | 21.0 | 12,000 | 20.9 | 12,900 | 51.8 |
| Private 2-year colleges | 1.0 | 5,800 | 1.0 | 5,800 | 0.6 | 6,700 | 0.8 | 6,400 | 1.7 | 6,500 | 1.7 | 7,000 | 4.5 |

¹Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include, for example, retirement plans, medical/dental plans, group life insurance, other insurance benefits, guaranteed disability income protection, tuition plans (dependent only), housing plans, Social Security taxes, unemployment compensation, worker's compensation, or other benefits.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2002–03, there were about 3,500 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation were in constant 2002–03 dollars, which were adjusted by the Consumer Price Index (CPI) from the Bureau of Labor Statistics and rounded to the nearest 100. Detail may not sum to totals because of rounding. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 8* for more information about classifications of postsecondary institutions. See *supplemental note 9* for more information about financial measures.

SOURCE: U.S. Department of Education, 1977–78 and 1982–83 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey," 1987–88, 1992–93, and 1997–98 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:87–98) and "Completions Survey" (IPEDS-C:87–98), and IPEDS, winter 2002–03, previously unpublished tabulation (December 2004).

Faculty Salaries, Benefits, and Total Compensation

Table 32-2. Total compensation, average salaries, fringe benefits, and percentage distribution of full-time instructional faculty at degree-granting institutions, by contract length: Selected academic years, 1977–78 to 2002–03

| Compensation, salary, and benefits, and percentage distribution of faculty ¹ | [In constant 2002–03 dollars] | | | | | | Percent change |
|-----------------------------------------------------------------------------------------|-------------------------------|----------|----------|----------|----------|----------|--------------------|
| | 1977–78 | 1982–83 | 1987–88 | 1992–93 | 1997–98 | 2002–03 | 1987–88 to 2002–03 |
| Total compensation | | | | | | | |
| All faculty | \$66,600 | \$63,100 | \$70,000 | \$72,700 | \$73,500 | \$78,300 | 11.9 |
| Faculty on 9- or 10-month contracts | 65,000 | 61,800 | 68,400 | 71,000 | 72,300 | 76,900 | 12.4 |
| Faculty on 11- or 12-month contracts | 76,800 | 72,200 | 79,900 | 84,200 | 79,400 | 84,900 | 6.3 |
| Salary | | | | | | | |
| All faculty | 57,000 | 52,100 | 58,400 | 59,000 | 59,700 | 62,800 | 7.5 |
| Faculty on 9- or 10-month contracts | 55,500 | 50,900 | 57,000 | 57,600 | 58,600 | 61,300 | 7.5 |
| Faculty on 11- or 12-month contracts | 66,400 | 60,300 | 67,000 | 68,300 | 65,600 | 69,600 | 3.9 |
| Fringe benefits | | | | | | | |
| All faculty | 9,600 | 11,000 | 11,600 | 13,700 | 13,800 | 15,500 | 33.6 |
| Faculty on 9- or 10-month contracts | 9,500 | 10,900 | 11,400 | 13,400 | 13,700 | 15,600 | 36.8 |
| Faculty on 11- or 12-month contracts | 10,400 | 11,900 | 12,900 | 15,900 | 13,800 | 15,300 | 18.6 |
| Percentage distribution of faculty | | | | | | | |
| All faculty | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | † |
| Faculty on 9- or 10-month contracts | 86.5 | 87.0 | 86.5 | 87.2 | 84.5 | 82.6 | -4.5 |
| Faculty on 11- or 12-month contracts | 13.5 | 13.0 | 13.5 | 12.8 | 15.5 | 17.4 | 28.7 |

† Not applicable.

¹ Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include, for example, retirement plans, medical/dental plans, group life insurance, other insurance benefits, guaranteed disability income protection, tuition plans (dependent only), housing plans, Social Security taxes, unemployment compensation, worker's compensation, or other benefits.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2002–03, there were about 3,500 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation were in constant 2002–03 dollars, which were adjusted by the Consumer Price Index (CPI) from the Bureau of Labor Statistics and rounded to the nearest 100. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 9* for more information about the Consumer Price Index (CPI).

SOURCE: U.S. Department of Education, 1977–78 and 1982–83 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey," 1987–88, 1992–93, and 1997–98 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:87–98) and "Completions Survey" (IPEDS-C:87–98), and IPEDS, winter 2002–03, previously unpublished tabulation (December 2004).

Electronic Services in Academic Libraries

Table 33-1. Percentage of degree-granting institutions with academic libraries offering selected electronic services by type of access, type of off-campus user, and 1994 Carnegie classification: 1996 and 2000

| Selected electronic services and Carnegie classification | Type of access | | | | Type of off-campus user | | | |
|--------------------------------------------------------------------------------|--------------------|-------------|---------------------|-------------|--------------------------------|-------------|-------------|-------------|
| | Within the library | | Elsewhere on campus | | Primary clientele ¹ | | Others | |
| | 1996 | 2000 | 1996 | 2000 | 1996 | 2000 | 1996 | 2000 |
| Electronic catalog that includes the library's holdings | | | | | | | | |
| Total | 79.9 | 93.7 | 59.9 | 85.0 | 58.5 | 82.5 | 55.5 | 80.1 |
| Research I and II | 100.0 | 100.0 | 97.5 | 100.0 | 99.2 | 100.0 | 93.3 | 97.5 |
| Doctoral I and II | 100.0 | 100.0 | 98.1 | 100.0 | 100.0 | 100.0 | 98.1 | 100.0 |
| Master's I and II | 95.7 | 99.2 | 87.6 | 98.1 | 85.9 | 97.9 | 80.9 | 96.7 |
| Baccalaureate I and II | 83.2 | 96.7 | 68.1 | 93.0 | 65.4 | 90.4 | 62.7 | 88.6 |
| Associate of Arts | 77.2 | 93.4 | 49.5 | 82.6 | 46.5 | 79.8 | 43.4 | 77.1 |
| Specialized | 64.0 | 90.7 | 39.0 | 77.2 | 39.3 | 72.7 | 37.5 | 69.9 |
| Not classified | 66.1 | 80.5 | 31.1 | 57.3 | 30.7 | 53.3 | 29.9 | 48.1 |
| Capacity to place interlibrary loan/document requests electronically | | | | | | | | |
| Total | 60.0 | 73.1 | 31.6 | 61.2 | 30.6 | 59.4 | 11.5 | 23.4 |
| Research I and II | 80.0 | 96.6 | 76.1 | 96.6 | 75.2 | 96.6 | 23.5 | 39.3 |
| Doctoral I and II | 73.8 | 93.2 | 72.5 | 93.2 | 69.0 | 92.2 | 20.4 | 23.8 |
| Master's I and II | 64.9 | 90.1 | 48.0 | 86.7 | 47.1 | 86.5 | 11.9 | 23.7 |
| Baccalaureate I and II | 65.6 | 78.5 | 40.3 | 69.3 | 38.3 | 67.3 | 10.6 | 20.1 |
| Associate of Arts | 56.2 | 67.8 | 17.0 | 49.6 | 15.5 | 46.8 | 9.1 | 25.6 |
| Specialized | 55.8 | 66.8 | 21.3 | 49.5 | 22.7 | 49.2 | 13.8 | 25.2 |
| Not classified | 46.6 | 48.2 | 18.8 | 36.0 | 17.4 | 32.5 | 8.8 | 12.9 |
| Library reference service by e-mail | | | | | | | | |
| Total | 40.1 | 73.0 | 38.8 | 72.3 | 36.4 | 71.4 | 22.5 | 54.3 |
| Research I and II | 84.9 | 98.3 | 86.3 | 99.2 | 88.8 | 100.0 | 57.5 | 85.7 |
| Doctoral I and II | 56.7 | 93.1 | 60.8 | 94.1 | 64.7 | 95.1 | 41.1 | 74.5 |
| Master's I and II | 49.3 | 80.9 | 49.9 | 83.1 | 47.0 | 83.9 | 26.0 | 59.5 |
| Baccalaureate I and II | 46.3 | 77.0 | 48.3 | 75.1 | 45.6 | 74.8 | 25.3 | 55.9 |
| Associate of Arts | 27.9 | 65.5 | 23.5 | 65.4 | 18.4 | 62.7 | 13.5 | 48.6 |
| Specialized | 40.8 | 72.1 | 37.7 | 71.3 | 38.9 | 70.2 | 24.8 | 56.4 |
| Not classified | 31.2 | 63.8 | 27.7 | 57.1 | 25.6 | 57.5 | 17.1 | 40.8 |
| Electronic document delivery by the library to patron's account/address | | | | | | | | |
| Total | 16.5 | 48.9 | — | 47.0 | — | 43.7 | — | 15.7 |
| Research I and II | 33.3 | 72.0 | — | 75.6 | — | 71.8 | — | 17.1 |
| Doctoral I and II | 33.3 | 68.6 | — | 69.6 | — | 67.6 | — | 14.0 |
| Master's I and II | 22.4 | 56.1 | — | 54.6 | — | 52.5 | — | 12.5 |
| Baccalaureate I and II | 20.2 | 48.9 | — | 46.5 | — | 41.3 | — | 9.1 |
| Associate of Arts | 10.8 | 47.2 | — | 44.7 | — | 40.1 | — | 19.2 |
| Specialized | 12.0 | 36.7 | — | 35.7 | — | 34.2 | — | 15.5 |
| Not classified | 15.5 | 43.9 | — | 39.4 | — | 39.5 | — | 21.2 |

— Not available.

¹ The survey instructions did not define "primary clientele." Institutions may consider different groups to be their primary clientele.

NOTE: See *supplemental note 8* for more information about classification of postsecondary education institutions.

SOURCE: Cahalan, M.W., and Justh, N.M. (1999). *Academic Libraries: 1996* (NCES 2000–326), table 12B, and Carey, N., and Justh, N.M. (2003). *Academic Libraries: 2000* (NCES 2004–317), table 12B. Data from U.S. Department of Education, National Center for Education Statistics, 1996 Integrated Postsecondary Education Data System, "Academic Libraries Survey" (IPEDS-L:96) and 2000 Integrated Postsecondary Education Data System, "Academic Libraries Survey" (IPEDS-L:00).

State Transfer and Articulation Policies

Table 34-1. Transfer and articulation policies, full-time-equivalent fall enrollment, and percentage distribution of enrollment in public 2-year institutions, by state: 2000

| State | Legislation | Cooperative agreement | Transfer data reporting | Incentives and rewards for students | Statewide articulation guide | Common core courses | Common course numbering | Full-time-equivalent enrollment | Percentage distribution of enrollment |
|-------------------------|-------------|-----------------------|-------------------------|-------------------------------------|------------------------------|---------------------|-------------------------|---------------------------------|---------------------------------------|
| Number of states | 30 | 40 | 33 | 18 | 26 | 23 | 8 | 3,151,809 | 100.0 |
| Alabama | Yes | Yes | Yes | Yes | Yes | Yes | | 48,545 | 1.5 |
| Alaska | | Yes | | Yes | Yes | | Yes | 473 | 0.0 |
| Arizona | | Yes | | Yes | Yes | | | 85,778 | 2.7 |
| Arkansas | Yes | | Yes | | | | | 21,519 | 0.7 |
| California | Yes | Yes | Yes | | Yes | Yes | | 707,558 | 22.4 |
| Colorado | Yes | Yes | Yes | | Yes | Yes | | 41,322 | 1.3 |
| Connecticut | Yes | Yes | Yes | | | Yes | | 20,934 | 0.7 |
| Delaware | | Yes | | | Yes | | | 6,939 | 0.2 |
| Florida | Yes | Yes | Yes | | | Yes | Yes | 173,433 | 5.5 |
| Georgia | | Yes | Yes | Yes | Yes | Yes | | 66,571 | 2.1 |
| Hawaii | | Yes | Yes | | Yes | | | 14,996 | 0.5 |
| Idaho | | Yes | Yes | | Yes | Yes | Yes | 6,807 | 0.2 |
| Illinois | Yes | Yes | Yes | Yes | Yes | Yes | | 186,533 | 5.9 |
| Indiana | Yes | Yes | | | | | | 28,131 | 0.9 |
| Iowa | | Yes | Yes | Yes | Yes | | | 44,717 | 1.4 |
| Kansas | Yes | Yes | Yes | | | | | 39,457 | 1.3 |
| Kentucky | Yes | | Yes | Yes | Yes | | | 32,239 | 1.0 |
| Louisiana | Yes | Yes | Yes | | Yes | Yes | | 27,130 | 0.9 |
| Maine | | | | | | | | 4,797 | 0.2 |
| Maryland | Yes | Yes | Yes | Yes | Yes | Yes | | 57,367 | 1.8 |
| Massachusetts | Yes | Yes | Yes | Yes | | | | 47,972 | 1.5 |
| Michigan | Yes | | | | | | | 101,794 | 3.2 |
| Mississippi | | Yes | Yes | | | | Yes | 47,245 | 1.5 |
| Missouri | | Yes | Yes | | | Yes | | 46,793 | 1.5 |
| Nebraska | Yes | Yes | | | Yes | Yes | | 20,812 | 0.7 |
| New Hampshire | | Yes | | | | | | 5,442 | 0.2 |
| New Jersey | | | Yes | | | | | 79,367 | 2.5 |
| New Mexico | Yes | Yes | | | Yes | Yes | | 29,541 | 0.9 |
| New York | | Yes | Yes | | | | | 168,911 | 5.4 |
| North Carolina | Yes | Yes | Yes | Yes | Yes | Yes | | 96,999 | 3.1 |
| North Dakota | | Yes | | Yes | Yes | Yes | Yes | 6,515 | 0.2 |
| Ohio | Yes | Yes | Yes | Yes | | | | 92,749 | 2.9 |
| Oklahoma | Yes | Yes | Yes | Yes | Yes | Yes | | 34,997 | 1.1 |
| Oregon | Yes | Yes | Yes | | | Yes | Yes | 46,099 | 1.5 |
| Pennsylvania | | Yes | Yes | | Yes | | | 58,759 | 1.9 |
| Rhode Island | Yes | Yes | Yes | | Yes | | | 8,650 | 0.3 |
| South Carolina | Yes | | Yes | Yes | Yes | | | 41,804 | 1.3 |
| South Dakota | Yes | Yes | | Yes | | Yes | | 4,193 | 0.1 |
| Tennessee | Yes | Yes | Yes | | | | | 53,146 | 1.7 |
| Texas | Yes | Yes | Yes | | | Yes | Yes | 268,057 | 8.5 |

See notes at end of table.

State Transfer and Articulation Policies

Table 34-1. Transfer and articulation policies, full-time-equivalent fall enrollment, and percentage distribution of enrollment in public 2-year institutions, by state: 2000—Continued

| State | Legislation | Cooperative agreement | Transfer data reporting | Incentives and rewards for students | Statewide articulation guide | Common core courses | Common course numbering | Full-time-equivalent enrollment | Percentage distribution of enrollment |
|---------------|-------------|-----------------------|-------------------------|-------------------------------------|------------------------------|---------------------|-------------------------|---------------------------------|---------------------------------------|
| Utah | Yes | Yes | | | Yes | Yes | | 16,454 | 0.5 |
| Vermont | | Yes | | | | Yes | | 1,845 | 0.1 |
| Virginia | Yes | Yes | Yes | Yes | Yes | | | 72,913 | 2.3 |
| Washington | Yes | Yes | Yes | Yes | | Yes | | 114,754 | 3.6 |
| West Virginia | Yes | Yes | | | | | | 3,969 | 0.1 |
| Wisconsin | | | Yes | | Yes | Yes | | 56,195 | 1.8 |
| Wyoming | Yes | Yes | Yes | Yes | Yes | | Yes | 10,588 | 0.3 |

NOTE: No information was available for Minnesota, Montana, or Nevada. Total enrollment shown here excludes 89,535 students enrolled in these states. The District of Columbia has no separate community college system. Blank cells indicate that the state did not have that policy. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 8* for more information about classification of postsecondary education institutions. See *supplemental note 10* for more information about state transfer and articulation policies for community college students.

SOURCE: Education Commission of the States. (2001, February). *Transfer and Articulation Policies*. This information is the sole property of Education Commission of the States, copyright © 2001. All rights reserved. Used with permission. Retrieved November 4, 2004, from <http://www.ecs.org/clearinghouse/23/75/2375.htm>; and U.S. Department of Education, National Center for Education Statistics (NCES). (2003). *Digest of Education Statistics 2002* (NCES 2003-060), table 201. Data from U.S. Department of Education, NCES, 2000 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:00).

Early Development of Children

Table 35-1. Percentage of children about 9 months of age who engaged in selected activities with a family member daily in a typical week, by child and family characteristics: 2001–02

| Child and family characteristic | Read stories | Told stories | Sung to | Taken on errands | Played peek-a-boo | Played outside |
|--------------------------------------------|--------------|--------------|-----------|------------------|-------------------|----------------|
| Total | 33 | 27 | 74 | 64 | 68 | 47 |
| Age | | | | | | |
| Less than 10 months | 31 | 26 | 73 | 63 | 68 | 46 |
| 11–13 months | 32 | 27 | 73 | 65 | 69 | 47 |
| 14–22 months | 44 | 37 | 73 | 70 | 64 | 59 |
| Sex | | | | | | |
| Male | 32 | 27 | 73 | 64 | 68 | 48 |
| Female | 33 | 27 | 74 | 64 | 68 | 46 |
| Race/ethnicity¹ | | | | | | |
| American Indian | 18 | 23 | 64 | 75 | 64 | 46 |
| Asian/Pacific Islander | 26 | 25 | 71 | 38 | 73 | 43 |
| Black | 23 | 24 | 73 | 63 | 61 | 45 |
| White | 41 | 31 | 75 | 65 | 72 | 47 |
| Hispanic | 21 | 21 | 70 | 64 | 64 | 48 |
| Birth weight² | | | | | | |
| Normal | 33 | 27 | 73 | 64 | 68 | 47 |
| Low | 29 | 28 | 76 | 58 | 70 | 44 |
| Very low | 27 | 28 | 73 | 51 | 66 | 38 |
| Poverty status | | | | | | |
| Poor | 22 | 24 | 67 | 64 | 64 | 48 |
| Nonpoor | 36 | 28 | 75 | 64 | 70 | 47 |
| Mother's education | | | | | | |
| Less than high school | 22 | 22 | 66 | 64 | 65 | 50 |
| High school diploma or equivalent | 27 | 25 | 72 | 67 | 70 | 44 |
| Some college | 35 | 29 | 78 | 65 | 69 | 44 |
| Bachelor's degree or higher | 48 | 33 | 79 | 59 | 70 | 48 |
| Family type | | | | | | |
| Two parents, with other siblings | 31 | 25 | 71 | 63 | 65 | 46 |
| Two parents, without other siblings | 38 | 32 | 78 | 62 | 75 | 48 |
| One parent, with other siblings | 24 | 25 | 72 | 62 | 65 | 46 |
| One parent, without other siblings | 29 | 27 | 73 | 71 | 70 | 48 |
| Primary language spoken in the home | | | | | | |
| English | 36 | 29 | 75 | 65 | 70 | 46 |
| Other than English | 18 | 19 | 67 | 57 | 63 | 49 |

See notes at end of table.

Early Development of Children

Table 35-1. Percentage of children about 9 months of age who engaged in selected activities with a family member daily in a typical week, by child and family characteristics: 2001–02—Continued

| Child and family characteristic | Read stories | Told stories | Sung to | Taken on errands | Played peek-a-boo | Played outside |
|--------------------------------------------------|--------------|--------------|---------|------------------|-------------------|----------------|
| Mother's employment | | | | | | |
| 35 hours or more | 29 | 26 | 73 | 59 | 67 | 41 |
| Less than 35 hours | 36 | 27 | 75 | 66 | 69 | 46 |
| Unemployed | 27 | 26 | 75 | 68 | 71 | 50 |
| Not in labor force | 34 | 28 | 73 | 65 | 68 | 51 |
| Number of family risk factors³ | | | | | | |
| Zero | 41 | 31 | 77 | 64 | 70 | 46 |
| One | 25 | 25 | 73 | 64 | 67 | 47 |
| Two or more | 20 | 20 | 65 | 63 | 64 | 51 |

¹ American Indian includes Alaska Native; Black includes African American; Pacific Islander includes Native Hawaiian; and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

² Normal birth weight is more than 5.5 pounds; low birthweight is more than 3.3 to 5.5 pounds; and very low birthweight is 3.3 pounds or less.

³ Family risk factors include living below the poverty level, living in a household where the primary language was not English, having a mother whose highest education was less than a high school diploma or equivalent, and living in a single-parent household. See *supplemental note 1* for more information on mother's education and poverty.

NOTE: While the Early Childhood Longitudinal Study, Birth Cohort (ECLS–B) was designed to collect information on children about 9 months of age (i.e., 8 to 10 months), children were assessed as young as 6 months and as old as 22 months. Seventy-two percent of the children were between 8 and 10 months at the time of the assessment, and 84 percent were between 8 and 11 months. See *supplemental note 3* for more information.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS–B), Restricted-Use File (NCES 2004–093), previously unpublished tabulation (January 2005).

Early Development of Children

Table 35-2. Children's mean motor scale score at about 9 months of age and the percentage possessing specific motor skills, by child and family characteristics: 2001–02

| Child and family characteristic | Mean motor scale score | Percent | | | | |
|--------------------------------------------------|------------------------|-----------------------|-----------|------------|---------------------|----------|
| | | Eye-hand coordination | Sitting | Prewalking | Independent walking | Balance |
| Total | 56 | 92 | 95 | 79 | 31 | 6 |
| Age | | | | | | |
| Less than 10 months | 54 | 91 | 93 | 73 | 18 | 1 |
| 11–13 months | 61 | 96 | 98 | 91 | 55 | 10 |
| 14–22 months | 70 | 99 | 100 | 98 | 89 | 43 |
| Sex | | | | | | |
| Male | 56 | 92 | 95 | 79 | 31 | 6 |
| Female | 56 | 92 | 95 | 78 | 31 | 6 |
| Race/ethnicity¹ | | | | | | |
| American Indian | 59 | 94 | 96 | 83 | 42 | 12 |
| Asian/Pacific Islander | 57 | 93 | 95 | 80 | 33 | 6 |
| Black | 58 | 93 | 96 | 82 | 36 | 7 |
| White | 56 | 92 | 95 | 78 | 30 | 6 |
| Hispanic | 56 | 92 | 94 | 78 | 30 | 5 |
| Birth weight² | | | | | | |
| Normal | 57 | 93 | 95 | 79 | 31 | 6 |
| Low | 55 | 90 | 93 | 72 | 24 | 4 |
| Very low | 51 | 84 | 86 | 59 | 14 | 2 |
| Poverty status | | | | | | |
| Poor | 57 | 93 | 95 | 79 | 32 | 6 |
| Nonpoor | 56 | 92 | 95 | 78 | 30 | 6 |
| Mother's education | | | | | | |
| Less than high school | 57 | 93 | 95 | 79 | 32 | 6 |
| High school diploma or equivalent | 57 | 93 | 95 | 79 | 32 | 6 |
| Some college | 57 | 93 | 95 | 79 | 31 | 6 |
| Bachelor's degree or higher | 56 | 92 | 94 | 76 | 27 | 5 |
| Family type | | | | | | |
| Two parents, with other siblings | 56 | 92 | 94 | 77 | 29 | 5 |
| Two parents, without other siblings | 57 | 93 | 95 | 79 | 31 | 6 |
| One parent, with other siblings | 57 | 93 | 95 | 81 | 34 | 6 |
| One parent, without other siblings | 58 | 94 | 96 | 83 | 36 | 7 |
| Primary language spoken in the home | | | | | | |
| English | 57 | 93 | 95 | 79 | 31 | 6 |
| Other than English | 56 | 92 | 94 | 77 | 28 | 5 |
| Number of family risk factors³ | | | | | | |
| Zero | 56 | 92 | 95 | 78 | 29 | 6 |
| One | 57 | 93 | 95 | 80 | 33 | 6 |
| Two or more | 56 | 92 | 95 | 79 | 31 | 6 |

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

² Normal birth weight is more than 5.5 pounds; low birthweight is more than 3.3 to 5.5 pounds; and very low birthweight is 3.3 pounds or less.

³ Family risk factors include living below the poverty level, living in a household where the primary language was not English, having a mother whose highest education was less than a high school diploma or equivalent, and living in a single-parent household. See *supplemental note 1* for more information on mother's education and poverty.

NOTE: While the Early Childhood Longitudinal Study, Birth Cohort (ECLS–B) was designed to collect information on children about 9 months of age (i.e., 8 to 10 months), children were assessed as young as 6 months and as old as 22 months. Seventy-two percent of the children were between 8 and 10 months at the time of the assessment, and 84 percent were between 8 and 11 months. The assessment included here is the Bayley Short Form—Research Edition (BSF–R). For more information on the BSF–R and ECLS–B, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS–B), Restricted-Use File (NCES 2004–093), previously unpublished tabulation (January 2005).

Early Development of Children

Table 35-3. Children’s mean mental scale score at about 9 months of age and the percentage possessing specific cognitive abilities, by child and family characteristics: 2001–02

| Child and family characteristic | Mean mental scale score | Percent | | | | |
|--------------------------------------------------|-------------------------|--------------------------|-----------------------|-----------|-----------------------|------------|
| | | Explores objects in play | Explores purposefully | Babbles | Early problem solving | Uses words |
| Total | 77 | 99 | 91 | 55 | 9 | 3 |
| Age | | | | | | |
| Less than 10 months | 74 | 99 | 88 | 47 | 3 | 1 |
| 11–13 months | 83 | 100 | 98 | 72 | 17 | 5 |
| 14–22 months | 93 | 100 | 99 | 89 | 46 | 27 |
| Sex | | | | | | |
| Male | 77 | 99 | 90 | 54 | 9 | 3 |
| Female | 78 | 99 | 91 | 55 | 9 | 3 |
| Race/ethnicity¹ | | | | | | |
| American Indian | 80 | 99 | 92 | 61 | 14 | 5 |
| Asian/Pacific Islander | 77 | 99 | 90 | 54 | 8 | 2 |
| Black | 77 | 99 | 90 | 54 | 9 | 3 |
| White | 78 | 99 | 91 | 55 | 9 | 3 |
| Hispanic | 77 | 99 | 90 | 54 | 9 | 3 |
| Birth weight² | | | | | | |
| Normal | 77 | 99 | 91 | 55 | 9 | 3 |
| Low | 76 | 99 | 88 | 51 | 7 | 3 |
| Very low | 73 | 98 | 81 | 45 | 5 | 1 |
| Poverty status | | | | | | |
| Poor | 77 | 99 | 89 | 53 | 9 | 3 |
| Nonpoor | 77 | 99 | 91 | 55 | 9 | 3 |
| Mother’s education | | | | | | |
| Less than high school | 77 | 99 | 90 | 54 | 9 | 3 |
| High school diploma or equivalent | 77 | 99 | 90 | 55 | 9 | 3 |
| Some college | 78 | 99 | 91 | 56 | 10 | 4 |
| Bachelor’s degree or higher | 77 | 99 | 91 | 54 | 9 | 3 |
| Family type | | | | | | |
| Two parents, with other siblings | 77 | 99 | 90 | 54 | 8 | 3 |
| Two parents, without other siblings | 78 | 99 | 92 | 56 | 10 | 3 |
| One parent, with other siblings | 77 | 99 | 89 | 54 | 9 | 3 |
| One parent, without other siblings | 78 | 99 | 92 | 56 | 10 | 3 |
| Primary language spoken in the home | | | | | | |
| English | 77 | 99 | 91 | 55 | 9 | 3 |
| Language other than English | 77 | 99 | 89 | 53 | 8 | 3 |
| Number of family risk factors³ | | | | | | |
| Zero | 77 | 99 | 91 | 55 | 9 | 3 |
| One | 78 | 99 | 91 | 55 | 9 | 3 |
| Two or more | 77 | 99 | 89 | 53 | 9 | 3 |

¹ American Indian includes Alaska Native; Black includes African American; Pacific Islander includes Native Hawaiian; and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

² Normal birth weight is more than 5.5 pounds; low birthweight is more than 3.3 to 5.5 pounds; and very low birthweight is 3.3 pounds or less.

³ Family risk factors include living below the poverty level, living in a household where the primary language was not English, having a mother whose highest education was less than a high school diploma or equivalent, and living in a single-parent household. See *supplemental note 1* for more information on mother’s education and poverty.

NOTE: While the Early Childhood Longitudinal Study, Birth Cohort (ECLS–B) was designed to collect information on children about 9 months of age (i.e., 8 to 10 months), children were assessed as young as 6 months and as old as 22 months. Seventy-two percent of the children were between 8 and 10 months at the time of the assessment, and 84 percent were between 8 and 11 months. The assessment included here is the Bayley Short Form—Research Edition (BSF–R). For more information on the BSF–R and ECLS–B, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS–B), Restricted-Use File (NCES 2004–093), previously unpublished tabulation (January 2005).

Public Elementary and Secondary Expenditures by District Poverty

Table 36-1. Total expenditures per student in fall enrollment in regular public school districts, by district poverty level: 1989–90 to 1999–2000

[In constant 1999–2000 dollars]

| District poverty level ¹ | Total expenditures per student ² | | | | | | Percent change from 1989–90 to 1999–2000 |
|-------------------------------------|---------------------------------------------|----------------|----------------|----------------|----------------|----------------|------------------------------------------|
| | 1989–90 | 1991–92 | 1993–94 | 1995–96 | 1997–98 | 1999–2000 | |
| Total | \$6,794 | \$6,790 | \$6,990 | \$7,147 | \$7,500 | \$8,085 | 19.0 |
| Low | 7,872 | 7,765 | 8,009 | 8,180 | 8,420 | 8,957 | 13.8 |
| Middle low | 6,599 | 6,678 | 6,831 | 7,032 | 7,357 | 7,966 | 20.7 |
| Middle | 6,194 | 6,261 | 6,443 | 6,662 | 7,045 | 7,566 | 22.1 |
| Middle high | 6,342 | 6,287 | 6,482 | 6,485 | 6,960 | 7,434 | 17.2 |
| High | 6,961 | 6,957 | 7,186 | 7,389 | 7,718 | 8,503 | 22.2 |

¹ For each year, districts were sorted by the percentage of students eligible for free lunch, and then placed into five categories of equal size as measured by enrollment. Hence, for each year, the low-poverty category consists of the districts with the lowest levels of poverty as measured by the percentage of students eligible for free lunch that together have 20 percent of all students. Conversely, the high-poverty category consists of the districts with the highest levels of poverty that have 20 percent of all students.

² Total expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 1999–2000 dollars. See *supplemental note 9* for information about the CPI.

NOTE: The National School Lunch Program is a federally assisted meal program that provides students with free lunches. To be eligible for a free lunch, a student must be from a household with an income at or below 130 percent of the poverty level. See *supplemental note 1* for further information about this program. Regular districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts, Bureau of Indian Affairs districts, most charter school districts, educational service agencies, special education districts, and vocational districts. See *supplemental note 3* for more information about the Common Core of Data (CCD). See *supplemental note 9* for more information about the accounting terms and financial measures used in this indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Longitudinal School District Fiscal–Nonfiscal File," SY 1989–90 to 1999–2000, FY 1990 to 2000," previously unpublished tabulation (January 2005).

Public Elementary and Secondary Expenditures by District Poverty

Table 36-2. Current expenditures per student in fall enrollment in regular public school districts, by district poverty level: 1989–90 to 1999–2000

[In constant 1999–2000 dollars]

| District poverty level ¹ | Current expenditures per student ² | | | | | | Percent change from 1989–90 to 1999–2000 |
|-------------------------------------|-----------------------------------------------|----------------|----------------|----------------|----------------|----------------|------------------------------------------|
| | 1989–90 | 1991–92 | 1993–94 | 1995–96 | 1997–98 | 1999–2000 | |
| Total | \$5,913 | \$5,871 | \$6,076 | \$6,100 | \$6,308 | \$6,730 | 13.8 |
| Low | 6,767 | 6,621 | 6,886 | 6,851 | 6,905 | 7,302 | 7.9 |
| Middle low | 5,648 | 5,681 | 5,842 | 5,892 | 6,106 | 6,499 | 15.1 |
| Middle | 5,409 | 5,397 | 5,611 | 5,688 | 5,907 | 6,303 | 16.5 |
| Middle high | 5,497 | 5,484 | 5,667 | 5,636 | 5,970 | 6,298 | 14.6 |
| High | 6,241 | 6,173 | 6,373 | 6,445 | 6,651 | 7,247 | 16.1 |

¹ For each year, districts were sorted by the percentage of students eligible for free lunch, and then placed into five categories of equal size as measured by enrollment. Hence, for each year, the low-poverty category consists of the districts with the lowest levels of poverty as measured by the percentage of students eligible for free lunch that together have 20 percent of all students. Conversely, the high-poverty category consists of the districts with the highest levels of poverty that have 20 percent of all students.

² Current expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 1999–2000 dollars. See *supplemental note 9* for information about the CPI.

NOTE: The National School Lunch Program is a federally assisted meal program that provides students with free lunches. To be eligible for a free lunch, a student must be from a household with an income at or below 130 percent of the poverty level. See *supplemental note 1* for further information about this program. Regular districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts, Bureau of Indian Affairs districts, most charter school districts, educational service agencies, special education districts, and vocational districts. See *supplemental note 3* for more information about the Common Core of Data (CCD). See *supplemental note 9* for more information about the accounting terms and financial measures used in this indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Longitudinal School District Fiscal-Nonfiscal File, SY 1989–90 to 1999–2000, FY 1990 to 2000" previously unpublished tabulation (January 2005).

Changes in Sources of Public School Revenue

Table 37-1. Total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2001–02

| [Billions of constant 2001–02 dollars] | | | | | | | |
|----------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Region and revenue source | 1989–90 | 1991–92 | 1993–94 | 1995–96 | 1997–98 | 1999–2000 | 2001–02 |
| United States | | | | | | | |
| Total | \$292.7 | \$302.5 | \$317.0 | \$331.8 | \$359.1 | \$392.5 | \$419.8 |
| Federal | 17.8 | 20.0 | 22.4 | 22.0 | 24.5 | 28.5 | 33.2 |
| State | 137.9 | 140.3 | 143.2 | 157.6 | 173.7 | 194.3 | 206.8 |
| Local | 137.0 | 142.2 | 151.5 | 152.2 | 160.9 | 169.7 | 179.8 |
| From property taxes | 105.1 | 110.7 | 119.1 | 117.4 | 122.5 | 131.3 | 141.1 |
| From other sources | 31.9 | 31.5 | 32.4 | 34.8 | 38.4 | 38.4 | 38.7 |
| Northeast | | | | | | | |
| Total | 71.9 | 73.5 | 75.8 | 78.3 | 81.5 | 89.1 | 95.2 |
| Federal | 3.3 | 3.8 | 4.0 | 3.9 | 4.1 | 4.9 | 5.6 |
| State | 28.9 | 29.0 | 29.1 | 30.3 | 31.7 | 38.1 | 42.3 |
| Local | 39.7 | 40.7 | 42.6 | 44.1 | 45.7 | 46.1 | 47.3 |
| From property taxes | 35.0 | 36.1 | 38.1 | 39.0 | 40.5 | 40.4 | 41.8 |
| From other sources | 4.6 | 4.5 | 4.5 | 5.1 | 5.1 | 5.6 | 5.6 |
| Midwest | | | | | | | |
| Total | 68.8 | 71.4 | 76.3 | 80.4 | 87.0 | 92.9 | 99.0 |
| Federal | 3.7 | 4.2 | 4.6 | 4.6 | 5.2 | 5.9 | 6.8 |
| State | 27.2 | 27.1 | 29.7 | 37.5 | 41.0 | 44.6 | 48.2 |
| Local | 37.8 | 40.1 | 42.0 | 38.3 | 40.8 | 42.4 | 44.0 |
| From property taxes | 30.9 | 32.9 | 35.1 | 31.0 | 32.5 | 33.4 | 35.1 |
| From other sources | 6.9 | 7.2 | 6.9 | 7.2 | 8.3 | 8.9 | 8.9 |
| South | | | | | | | |
| Total | 90.6 | 93.7 | 99.0 | 105.0 | 113.8 | 125.6 | 132.3 |
| Federal | 6.6 | 7.3 | 8.3 | 8.0 | 9.1 | 10.5 | 12.2 |
| State | 44.5 | 45.4 | 47.5 | 51.4 | 56.2 | 62.6 | 62.6 |
| Local | 39.5 | 41.0 | 43.1 | 45.6 | 48.6 | 52.5 | 57.5 |
| From property taxes | 24.5 | 26.5 | 27.3 | 29.1 | 30.5 | 36.6 | 41.2 |
| From other sources | 14.9 | 14.5 | 15.7 | 16.4 | 18.1 | 15.9 | 16.3 |
| West | | | | | | | |
| Total | 61.4 | 63.9 | 66.0 | 68.1 | 76.8 | 85.0 | 93.3 |
| Federal | 4.2 | 4.7 | 5.4 | 5.5 | 6.1 | 7.3 | 8.6 |
| State | 37.2 | 38.8 | 36.8 | 38.4 | 44.8 | 49.0 | 53.7 |
| Local | 20.0 | 20.4 | 23.8 | 24.3 | 25.9 | 28.7 | 31.0 |
| From property taxes | 14.6 | 15.2 | 18.6 | 18.3 | 19.0 | 20.8 | 23.1 |
| From other sources | 5.4 | 5.2 | 5.3 | 6.0 | 6.9 | 7.9 | 7.9 |

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. Revenues are in constant 2001–02 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 9* for information about the CPI and also information about revenue types. *Supplemental note 1* identifies the states in each region. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2001–02.

Changes in Sources of Public School Revenue

Table 37-2. Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2001–02

| Region and revenue source | 1989–90 | 1991–92 | 1993–94 | 1995–96 | 1997–98 | 1999–2000 | 2001–02 |
|---------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| United States | | | | | | | |
| Total | 100.0 |
| Federal | 6.1 | 6.6 | 7.1 | 6.6 | 6.8 | 7.3 | 7.9 |
| State | 47.1 | 46.4 | 45.2 | 47.5 | 48.4 | 49.5 | 49.3 |
| Local | 46.8 | 47.0 | 47.8 | 45.9 | 44.8 | 43.2 | 42.8 |
| From property taxes | 35.9 | 36.6 | 37.6 | 35.4 | 34.1 | 33.4 | 33.6 |
| From other sources | 10.9 | 10.4 | 10.2 | 10.5 | 10.7 | 9.8 | 9.2 |
| Northeast | | | | | | | |
| Total | 100.0 |
| Federal | 4.6 | 5.1 | 5.3 | 5.0 | 5.0 | 5.4 | 5.9 |
| State | 40.2 | 39.5 | 38.4 | 38.7 | 38.9 | 42.8 | 44.4 |
| Local | 55.1 | 55.4 | 56.3 | 56.3 | 56.0 | 51.7 | 49.7 |
| From property taxes | 48.7 | 49.2 | 50.3 | 49.8 | 49.8 | 45.4 | 43.9 |
| From other sources | 6.5 | 6.2 | 6.0 | 6.5 | 6.3 | 6.3 | 5.8 |
| Midwest | | | | | | | |
| Total | 100.0 |
| Federal | 5.4 | 5.9 | 6.0 | 5.7 | 6.0 | 6.4 | 6.9 |
| State | 39.6 | 37.9 | 39.0 | 46.7 | 47.2 | 48.0 | 48.7 |
| Local | 55.0 | 56.2 | 55.0 | 47.6 | 46.9 | 45.6 | 44.4 |
| From property taxes | 45.0 | 46.1 | 46.0 | 38.6 | 37.4 | 36.0 | 35.4 |
| From other sources | 10.1 | 10.1 | 9.0 | 9.0 | 9.5 | 9.6 | 9.0 |
| South | | | | | | | |
| Total | 100.0 |
| Federal | 7.3 | 7.8 | 8.4 | 7.6 | 8.0 | 8.3 | 9.2 |
| State | 49.1 | 48.5 | 48.0 | 49.0 | 49.3 | 49.8 | 47.3 |
| Local | 43.6 | 43.8 | 43.5 | 43.4 | 42.7 | 41.8 | 43.4 |
| From property taxes | 27.1 | 28.3 | 27.6 | 27.7 | 26.8 | 29.1 | 31.1 |
| From other sources | 16.5 | 15.5 | 15.9 | 15.7 | 15.9 | 12.7 | 12.3 |
| West | | | | | | | |
| Total | 100.0 |
| Federal | 6.8 | 7.3 | 8.2 | 8.1 | 7.9 | 8.6 | 9.2 |
| State | 60.6 | 60.7 | 55.7 | 56.3 | 58.3 | 57.6 | 57.6 |
| Local | 32.6 | 32.0 | 36.1 | 35.6 | 33.7 | 33.8 | 33.2 |
| From property taxes | 23.8 | 23.8 | 28.1 | 26.8 | 24.7 | 24.5 | 24.7 |
| From other sources | 8.8 | 8.2 | 8.0 | 8.8 | 9.0 | 9.3 | 8.5 |

NOTE: Detail may not sum to totals because of rounding. *Supplemental note 1* identifies the states in each region. See *supplemental note 9* for further information about revenue types. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2001–02.

Expenditures in Public Elementary and Secondary Schools by Expenditure Category

Table 38-1. Total expenditures per student in fall enrollment in public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 to 2001–02

| [In constant 2001–02 dollars] | | | | | | | |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Region and expenditure category | 1989–90 | 1991–92 | 1993–94 | 1995–96 | 1997–98 | 1999–2000 | 2001–02 |
| United States | | | | | | | |
| Total expenditures | \$7,365 | \$7,392 | \$7,438 | \$7,553 | \$7,985 | \$8,577 | \$9,139 |
| Instruction | 3,930 | 3,940 | 3,971 | 4,051 | 4,216 | 4,492 | 4,755 |
| Administration | 566 | 562 | 544 | 533 | 526 | 563 | 594 |
| Operation and maintenance | 701 | 671 | 669 | 662 | 668 | 701 | 731 |
| Capital | 746 | 780 | 815 | 870 | 1,050 | 1,179 | 1,268 |
| Other | 1,421 | 1,439 | 1,439 | 1,438 | 1,525 | 1,642 | 1,791 |
| Northeast | | | | | | | |
| Total expenditures | 9,927 | 9,885 | 10,059 | 10,139 | 10,517 | 10,972 | 11,837 |
| Instruction | 5,750 | 5,738 | 5,847 | 5,915 | 5,976 | 6,252 | 6,684 |
| Administration | 805 | 794 | 718 | 663 | 648 | 687 | 729 |
| Operation and maintenance | 962 | 909 | 911 | 885 | 862 | 908 | 952 |
| Capital | 573 | 594 | 720 | 838 | 1,126 | 1,083 | 1,203 |
| Other | 1,837 | 1,849 | 1,862 | 1,837 | 1,903 | 2,042 | 2,270 |
| Midwest | | | | | | | |
| Total expenditures | 7,231 | 7,483 | 7,543 | 7,734 | 8,246 | 8,941 | 9,573 |
| Instruction | 3,812 | 3,906 | 3,977 | 4,058 | 4,222 | 4,530 | 4,744 |
| Administration | 544 | 547 | 557 | 554 | 568 | 635 | 673 |
| Operation and maintenance | 705 | 683 | 676 | 676 | 686 | 734 | 755 |
| Capital | 727 | 781 | 790 | 917 | 1,152 | 1,268 | 1,470 |
| Other | 1,443 | 1,566 | 1,544 | 1,530 | 1,617 | 1,775 | 1,931 |
| South | | | | | | | |
| Total expenditures | 6,462 | 6,481 | 6,538 | 6,720 | 7,072 | 7,724 | 8,055 |
| Instruction | 3,353 | 3,349 | 3,375 | 3,508 | 3,688 | 3,948 | 4,138 |
| Administration | 491 | 488 | 487 | 485 | 463 | 498 | 516 |
| Operation and maintenance | 570 | 570 | 587 | 586 | 595 | 624 | 643 |
| Capital | 811 | 844 | 835 | 870 | 965 | 1,176 | 1,209 |
| Other | 1,236 | 1,229 | 1,254 | 1,272 | 1,361 | 1,478 | 1,548 |
| West | | | | | | | |
| Total expenditures | 6,920 | 6,796 | 6,723 | 6,693 | 7,229 | 7,751 | 8,416 |
| Instruction | 3,536 | 3,508 | 3,452 | 3,463 | 3,701 | 3,980 | 4,302 |
| Administration | 520 | 513 | 485 | 487 | 493 | 502 | 541 |
| Operation and maintenance | 701 | 634 | 606 | 595 | 614 | 632 | 682 |
| Capital | 801 | 824 | 886 | 846 | 1,020 | 1,169 | 1,212 |
| Other | 1,363 | 1,316 | 1,294 | 1,301 | 1,401 | 1,468 | 1,679 |

NOTE: Detail may not sum to totals because of rounding. Expenditures are in constant 2001–02 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 9* for information about this index and about classifications of expenditures for elementary and secondary education. See *supplemental note 1* for information on regional categorizations. See *supplemental note 3* for more information about the Common Core of Data (CCD). SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2001–02.

Expenditures in Public Elementary and Secondary Schools by Expenditure Category

Table 38-2. Percentage distribution in total expenditures in public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 to 2001–02

| Region and expenditure category | 1989–90 | 1991–92 | 1993–94 | 1995–96 | 1997–98 | 1999–2000 | 2001–02 |
|---------------------------------|------------|------------|------------|------------|------------|------------|------------|
| United States | | | | | | | |
| Total expenditures | 100 |
| Instruction | 53 | 53 | 53 | 54 | 53 | 52 | 52 |
| Administration | 8 | 8 | 7 | 7 | 7 | 7 | 7 |
| Operation and maintenance | 10 | 9 | 9 | 9 | 8 | 8 | 8 |
| Capital | 10 | 11 | 11 | 12 | 13 | 14 | 14 |
| Other | 19 | 19 | 19 | 19 | 19 | 19 | 20 |
| Northeast | | | | | | | |
| Total expenditures | 100 |
| Instruction | 58 | 58 | 58 | 58 | 57 | 57 | 56 |
| Administration | 8 | 8 | 7 | 7 | 6 | 6 | 6 |
| Operation and maintenance | 10 | 9 | 9 | 9 | 8 | 8 | 8 |
| Capital | 6 | 6 | 7 | 8 | 11 | 10 | 10 |
| Other | 19 | 19 | 19 | 18 | 18 | 19 | 19 |
| Midwest | | | | | | | |
| Total expenditures | 100 |
| Instruction | 53 | 52 | 53 | 52 | 51 | 51 | 50 |
| Administration | 8 | 7 | 7 | 7 | 7 | 7 | 7 |
| Operation and maintenance | 10 | 9 | 9 | 9 | 8 | 8 | 8 |
| Capital | 10 | 10 | 10 | 12 | 14 | 14 | 15 |
| Other | 20 | 21 | 20 | 20 | 20 | 20 | 20 |
| South | | | | | | | |
| Total expenditures | 100 |
| Instruction | 52 | 52 | 52 | 52 | 52 | 51 | 51 |
| Administration | 8 | 8 | 7 | 7 | 7 | 6 | 6 |
| Operation and maintenance | 9 | 9 | 9 | 9 | 8 | 8 | 8 |
| Capital | 13 | 13 | 13 | 13 | 14 | 15 | 15 |
| Other | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| West | | | | | | | |
| Total expenditures | 100 |
| Instruction | 51 | 52 | 51 | 52 | 51 | 51 | 51 |
| Administration | 8 | 8 | 7 | 7 | 7 | 6 | 6 |
| Operation and maintenance | 10 | 9 | 9 | 9 | 8 | 8 | 8 |
| Capital | 12 | 12 | 13 | 13 | 14 | 15 | 14 |
| Other | 20 | 19 | 19 | 19 | 19 | 19 | 20 |

NOTE: Detail may not sum to totals because of rounding. *Supplemental note 1* identifies the states in each region. See *supplemental note 9* for information about classifications of expenditures for elementary and secondary education. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2001–02.

Public Effort to Fund Elementary and Secondary Education

Table 39-1. Total public revenue, fall enrollment, and public revenue per student in elementary and secondary schools: 1969–70 to 2001–02

[In constant 2001–02 dollars]

| School year ending | Total public revenue (in billions of dollars) | Fall enrollment (in millions) | Public revenue per student in fall enrollment |
|--------------------|-----------------------------------------------|-------------------------------|-----------------------------------------------|
| 1970 | \$190 | 45.6 | \$4,170 |
| 1971 | 200 | 45.9 | 4,351 |
| 1972 | 217 | 46.1 | 4,701 |
| 1973 | 217 | 45.7 | 4,745 |
| 1974 | 223 | 45.4 | 4,896 |
| 1975 | 222 | 45.1 | 4,918 |
| 1976 | 229 | 44.8 | 5,105 |
| 1977 | 229 | 44.3 | 5,161 |
| 1978 | 232 | 43.6 | 5,317 |
| 1979 | 229 | 42.6 | 5,380 |
| 1980 | 222 | 41.7 | 5,339 |
| 1981 | 218 | 40.9 | 5,332 |
| 1982 | 209 | 40.0 | 5,211 |
| 1983 | 213 | 39.6 | 5,392 |
| 1984 | 221 | 39.3 | 5,622 |
| 1985 | 231 | 39.2 | 5,899 |
| 1986 | 244 | 39.4 | 6,194 |
| 1987 | 254 | 39.8 | 6,388 |
| 1988 | 261 | 40.0 | 6,519 |
| 1989 | 282 | 40.2 | 7,025 |
| 1990 | 293 | 40.5 | 7,218 |
| 1991 | 297 | 41.2 | 7,211 |
| 1992 | 302 | 42.0 | 7,193 |
| 1993 | 310 | 42.8 | 7,230 |
| 1994 | 317 | 43.5 | 7,294 |
| 1995 | 324 | 44.1 | 7,336 |
| 1996 | 332 | 44.8 | 7,400 |
| 1997 | 342 | 45.6 | 7,500 |
| 1998 | 359 | 46.1 | 7,784 |
| 1999 | 376 | 46.5 | 8,083 |
| 2000 | 393 | 46.9 | 8,377 |
| 2001 | 408 | 47.2 | 8,653 |
| 2002 | 420 | 47.7 | 8,802 |

NOTE: Detail may not sum to totals because of rounding. Revenues are in constant 2001–02 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 9* for information about the CPI. Public revenue is measured by total revenue received by school districts providing public elementary and secondary education. Elementary and secondary enrollment includes pupils in local public school systems. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2004). *Digest of Education Statistics 2003* (NCES 2005–025), tables 3 and 156 and (forthcoming) *Digest of Education Statistics 2004* (NCES 2005–079), table 156; U.S. Department of Education, NCES, *Statistics of State School Systems and Revenues and Expenditures for Public Elementary and Secondary Education*, Common Core of Data (CCD), “National Public Education Financial Survey” (NPEFS), 1987–88 to 2001–02.

Public Effort to Fund Elementary and Secondary Education

Table 39-2. Gross domestic product (GDP), total public revenue in elementary and secondary schools, and total public revenue in elementary and secondary schools as a percentage of GDP: 1969–70 to 2001–02

[In current dollars]

| School year ending | Gross domestic product (in billions of dollars) | Total public revenue for education (in billions of dollars) | Total public revenue as a percentage of GDP |
|--------------------|-------------------------------------------------|-------------------------------------------------------------|---------------------------------------------|
| 1970 | \$1,013 | \$40 | 3.98 |
| 1971 | 1,080 | 45 | 4.12 |
| 1972 | 1,177 | 50 | 4.25 |
| 1973 | 1,311 | 52 | 3.98 |
| 1974 | 1,439 | 58 | 4.05 |
| 1975 | 1,561 | 64 | 4.13 |
| 1976 | 1,739 | 71 | 4.10 |
| 1977 | 1,917 | 75 | 3.93 |
| 1978 | 2,151 | 81 | 3.79 |
| 1979 | 2,436 | 88 | 3.61 |
| 1980 | 2,679 | 97 | 3.62 |
| 1981 | 2,961 | 106 | 3.58 |
| 1982 | 3,201 | 110 | 3.44 |
| 1983 | 3,364 | 118 | 3.49 |
| 1984 | 3,749 | 126 | 3.36 |
| 1985 | 4,078 | 137 | 3.37 |
| 1986 | 4,349 | 149 | 3.43 |
| 1987 | 4,586 | 159 | 3.46 |
| 1988 | 4,917 | 170 | 3.45 |
| 1989 | 5,305 | 192 | 3.62 |
| 1990 | 5,658 | 209 | 3.69 |
| 1991 | 5,888 | 223 | 3.79 |
| 1992 | 6,154 | 235 | 3.81 |
| 1993 | 6,505 | 248 | 3.81 |
| 1994 | 6,854 | 260 | 3.80 |
| 1995 | 7,246 | 273 | 3.77 |
| 1996 | 7,589 | 288 | 3.79 |
| 1997 | 8,058 | 305 | 3.79 |
| 1998 | 8,524 | 326 | 3.82 |
| 1999 | 8,996 | 347 | 3.86 |
| 2000 | 9,571 | 373 | 3.90 |
| 2001 | 9,992 | 401 | 4.02 |
| 2002 | 10,286 | 420 | 4.08 |

NOTE: Detail may not sum to totals because of rounding. GNP and total public revenue are in current dollars and have not been adjusted for the effects of inflation. Public revenue is measured by total revenue received by school districts providing public elementary and secondary education. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Commerce, Bureau of Economic Analysis, and previously unpublished tabulation (November 2004); U.S. Department of Education, National Center for Education Statistics (NCES). (2004). *Digest of Education Statistics 2003* (NCES 2005–025), tables 3 and 156 and (forthcoming) *Digest of Education Statistics 2004* (NCES 2005–079), table 156; U.S. Department of Education, NCES, *Statistics of State School Systems and Revenues and Expenditures for Public Elementary and Secondary Education*, Common Core of Data (CCD), "National Public Education Financial Survey" (NPEFS), 1987–88 to 2001–02.

Public Effort to Fund Postsecondary Education

Table 40-1. Total and per student education and general revenue for public degree-granting institutions by source of funds, and enrollment in public degree-granting institutions: 1969–70 to 2000–01

[In constant 2000–01 dollars]

| School year ending | Education and general revenue for public degree-granting institutions | | | | | | | | |
|--------------------|-----------------------------------------------------------------------|----------------------------------------|------------------|------------------------------------------|-------------|----------------------------------------|------------------|------------------------------------------|--------------------------|
| | Total (in billions) | | | | Per student | | | | Enrollment (in millions) |
| | Total | Government appropriations ¹ | Tuition and fees | Other education and general ² | Total | Government appropriations ¹ | Tuition and fees | Other education and general ² | |
| 1970 | \$52 | \$31 | \$8 | \$13 | \$8,794 | \$5,227 | \$1,364 | \$2,204 | 5.9 |
| 1971 | 56 | 33 | 9 | 14 | 8,659 | 5,145 | 1,394 | 2,121 | 6.4 |
| 1972 | 59 | 35 | 10 | 14 | 8,701 | 5,147 | 1,459 | 2,096 | 6.8 |
| 1973 | 63 | 38 | 10 | 15 | 8,921 | 5,307 | 1,457 | 2,157 | 7.1 |
| 1974 | 65 | 40 | 10 | 15 | 8,794 | 5,344 | 1,384 | 2,066 | 7.4 |
| 1975 | 66 | 41 | 10 | 14 | 8,241 | 5,157 | 1,303 | 1,785 | 8.0 |
| 1976 | 69 | 44 | 11 | 14 | 7,773 | 4,920 | 1,243 | 1,610 | 8.8 |
| 1977 | 70 | 44 | 12 | 14 | 8,050 | 5,114 | 1,329 | 1,607 | 8.7 |
| 1978 | 72 | 46 | 12 | 14 | 8,115 | 5,180 | 1,309 | 1,626 | 8.8 |
| 1979 | 72 | 46 | 11 | 15 | 8,149 | 5,182 | 1,274 | 1,693 | 8.8 |
| 1980 | 71 | 45 | 11 | 15 | 7,817 | 4,923 | 1,213 | 1,681 | 9.0 |
| 1981 | 70 | 44 | 11 | 15 | 7,410 | 4,619 | 1,191 | 1,600 | 9.5 |
| 1982 | 70 | 44 | 12 | 15 | 7,246 | 4,509 | 1,233 | 1,504 | 9.6 |
| 1983 | 71 | 44 | 13 | 14 | 7,349 | 4,533 | 1,342 | 1,473 | 9.7 |
| 1984 | 74 | 45 | 14 | 15 | 7,674 | 4,687 | 1,443 | 1,544 | 9.7 |
| 1985 | 79 | 49 | 14 | 16 | 8,334 | 5,133 | 1,511 | 1,690 | 9.5 |
| 1986 | 83 | 51 | 15 | 17 | 8,803 | 5,368 | 1,602 | 1,833 | 9.5 |
| 1987 | 86 | 52 | 16 | 18 | 8,850 | 5,299 | 1,653 | 1,899 | 9.7 |
| 1988 | 89 | 53 | 17 | 19 | 8,900 | 5,277 | 1,695 | 1,928 | 10.0 |
| 1989 | 93 | 54 | 18 | 21 | 9,115 | 5,278 | 1,768 | 2,069 | 10.2 |
| 1990 | 96 | 54 | 19 | 22 | 9,043 | 5,137 | 1,802 | 2,104 | 10.6 |
| 1991 | 96 | 53 | 20 | 23 | 8,819 | 4,902 | 1,840 | 2,077 | 10.8 |
| 1992 | 99 | 53 | 22 | 24 | 8,763 | 4,659 | 1,956 | 2,148 | 11.3 |
| 1993 | 102 | 52 | 24 | 26 | 8,920 | 4,567 | 2,103 | 2,250 | 11.4 |
| 1994 | 103 | 52 | 25 | 27 | 9,242 | 4,641 | 2,229 | 2,371 | 11.2 |
| 1995 | 107 | 53 | 26 | 28 | 9,571 | 4,749 | 2,291 | 2,532 | 11.1 |
| 1996 | 109 | 53 | 26 | 30 | 9,793 | 4,731 | 2,376 | 2,686 | 11.1 |
| 1997 | 111 | 53 | 27 | 30 | 9,946 | 4,776 | 2,440 | 2,729 | 11.1 |
| 1998 | 116 | 55 | 28 | 32 | 10,321 | 4,922 | 2,520 | 2,879 | 11.2 |
| 1999 | 120 | 57 | 29 | 34 | 10,800 | 5,144 | 2,621 | 3,036 | 11.1 |
| 2000 | 127 | 60 | 30 | 37 | 11,229 | 5,269 | 2,664 | 3,296 | 11.3 |
| 2001 | 138 | 64 | 32 | 42 | 11,696 | 5,409 | 2,716 | 3,571 | 11.8 |

¹ Government appropriations are the sums of appropriations of federal, state, and local governments.

² Other education and general revenue are the sums of government contracts and grants, private gifts, grants and contracts, endowment income, and revenue from other sources.

NOTE: Some data have been revised from previously published figures. Revenues are in constant 2000–01 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 9* for information about the CPI. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2004). *Digest of Education Statistics 2003* (NCES 2005–025), tables 174 and 334 and *Digest of Education Statistics*, various years. Data from U.S. Department of Education, NCES, Biennial Survey of Education in the United States; Opening Fall Enrollment in Higher Education, various years; Higher Education General Information Survey (HEGIS), various years; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF), 1986 through 1999 and spring 2001 and spring 2002 surveys; and IPEDS, "Finance Survey" (IPEDS-F), FY 1991 through FY 2000 and spring 2002 survey; and U.S. Department of Commerce, Bureau of Economic Analysis, previously unpublished tabulation (November 2004).

Public Effort to Fund Postsecondary Education

Table 40-2. Gross domestic product (GDP) and total education and general revenue for public degree-granting institutions and as a percentage of GDP by source of funds: 1969–70 to 2000–01

| School year ending | Dollars (in billions) | | | | | Percent of GDP | | | |
|--------------------|-----------------------|-------------------------------|----------------------------------------|------------------|------------------------------------------|-------------------------------|----------------------------------------|------------------|------------------------------------------|
| | GDP | Education and general revenue | | | Other education and general ² | Education and general revenue | | | |
| | | Total | Government appropriations ¹ | Tuition and fees | | Total | Government appropriations ¹ | Tuition and fees | Other education and general ² |
| 1970 | \$1,013 | \$11 | \$7 | \$2 | \$3 | 1.10 | 0.66 | 0.17 | 0.28 |
| 1971 | 1,080 | 13 | 8 | 2 | 3 | 1.17 | 0.69 | 0.19 | 0.29 |
| 1972 | 1,177 | 14 | 8 | 2 | 3 | 1.18 | 0.70 | 0.20 | 0.28 |
| 1973 | 1,311 | 15 | 9 | 3 | 4 | 1.18 | 0.70 | 0.19 | 0.28 |
| 1974 | 1,439 | 17 | 11 | 3 | 4 | 1.21 | 0.73 | 0.19 | 0.28 |
| 1975 | 1,561 | 20 | 12 | 3 | 4 | 1.25 | 0.78 | 0.20 | 0.27 |
| 1976 | 1,739 | 22 | 14 | 4 | 5 | 1.25 | 0.79 | 0.20 | 0.26 |
| 1977 | 1,917 | 23 | 15 | 4 | 5 | 1.22 | 0.77 | 0.20 | 0.24 |
| 1978 | 2,151 | 26 | 16 | 4 | 5 | 1.19 | 0.76 | 0.19 | 0.24 |
| 1979 | 2,436 | 28 | 18 | 4 | 6 | 1.15 | 0.73 | 0.18 | 0.24 |
| 1980 | 2,679 | 31 | 20 | 5 | 7 | 1.17 | 0.74 | 0.18 | 0.25 |
| 1981 | 2,961 | 35 | 22 | 6 | 8 | 1.17 | 0.73 | 0.19 | 0.25 |
| 1982 | 3,201 | 38 | 23 | 6 | 8 | 1.17 | 0.73 | 0.20 | 0.24 |
| 1983 | 3,364 | 40 | 25 | 7 | 8 | 1.19 | 0.73 | 0.22 | 0.24 |
| 1984 | 3,750 | 43 | 26 | 8 | 9 | 1.15 | 0.70 | 0.22 | 0.23 |
| 1985 | 4,078 | 48 | 29 | 9 | 10 | 1.17 | 0.72 | 0.21 | 0.24 |
| 1986 | 4,349 | 52 | 32 | 9 | 11 | 1.19 | 0.73 | 0.22 | 0.25 |
| 1987 | 4,586 | 55 | 33 | 10 | 12 | 1.19 | 0.71 | 0.22 | 0.26 |
| 1988 | 4,917 | 59 | 35 | 11 | 13 | 1.19 | 0.71 | 0.23 | 0.26 |
| 1989 | 5,305 | 64 | 37 | 12 | 15 | 1.21 | 0.70 | 0.23 | 0.27 |
| 1990 | 5,658 | 69 | 39 | 14 | 16 | 1.23 | 0.70 | 0.24 | 0.29 |
| 1991 | 5,888 | 73 | 41 | 15 | 17 | 1.24 | 0.69 | 0.26 | 0.29 |
| 1992 | 6,154 | 78 | 42 | 18 | 19 | 1.27 | 0.68 | 0.28 | 0.31 |
| 1993 | 6,505 | 83 | 42 | 20 | 21 | 1.27 | 0.65 | 0.30 | 0.32 |
| 1994 | 6,854 | 86 | 43 | 21 | 22 | 1.26 | 0.63 | 0.30 | 0.32 |
| 1995 | 7,246 | 92 | 45 | 22 | 24 | 1.26 | 0.63 | 0.30 | 0.33 |
| 1996 | 7,589 | 96 | 46 | 23 | 26 | 1.26 | 0.61 | 0.31 | 0.35 |
| 1997 | 8,058 | 100 | 48 | 25 | 28 | 1.25 | 0.60 | 0.31 | 0.34 |
| 1998 | 8,524 | 107 | 51 | 26 | 30 | 1.25 | 0.60 | 0.31 | 0.35 |
| 1999 | 8,996 | 113 | 54 | 27 | 32 | 1.26 | 0.60 | 0.30 | 0.35 |
| 2000 | 9,571 | 123 | 58 | 29 | 36 | 1.28 | 0.60 | 0.30 | 0.38 |
| 2001 | 9,992 | 138 | 64 | 32 | 42 | 1.38 | 0.64 | 0.32 | 0.42 |

¹ Government appropriations are the sums of appropriation of federal, state, and local governments.

² Other education and general revenue are the sums of government contracts and grants, private gifts, grants and contracts, endowment income, and revenue from other sources.

NOTE: Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES) (2004). *Digest of Education Statistics 2003* (NCES 2005–025), tables 174 and 334 and *Digest of Education Statistics*, various years. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), various years; Integrated Postsecondary Education Data System (IPEDS), “Finance Survey” (IPEDS-F) FY 1991 through FY 2000 and spring 2002 survey; and U.S. Department of Commerce, Bureau of Economic Analysis, and previously unpublished tabulation (November 2004); and U.S. Department of Commerce, Bureau of Economic Analysis, previously unpublished tabulation (November 2004).