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# the condition of education 2005

U.S. Department of Education
Institute of Education Sciences
NCES 2005-094

National Center for Education Statistics

# The Condition of Education 2005

**U.S. Department of Education**
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NCES 2005–094

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# Commissioner's Statement

## Introduction

Reliable data are critical in guiding efforts to improve education in America. To provide such data, the National Center for Education Statistics (NCES) each year submits to Congress the mandated report of *The Condition of Education*. This year's report presents indicators of important developments and trends in American education. Recurrent themes underscored by the indicators include participation and persistence in education, student performance and other outcomes, the environment for learning, and societal support for education. In addition, this year's volume contains a special analysis that describes the teacher workforce and the movement of teachers into and out of this workforce.

This statement summarizes the main findings of the special analysis and the 40 indicators that appear in the six following sections. Each indicator is referenced by its number (e.g., *indicator 10*) in the volume.

## Special Analysis on Mobility in the Teacher Workforce

Each year teachers enter, leave, and move within the K–12 teacher workforce in the United States. Such movement affects not only the composition of teachers and institutional stability of individual schools but also the demographics and qualifications of the teacher workforce as a whole. Understanding the dynamics of such change in the teacher workforce is important for objectively considering such policy issues as teacher shortages, teacher attrition, and teacher quality.

This special analysis uses national data on public and private school teachers from the 1999–2000 Schools and Staffing Survey (SASS) and the related 2000–01 Teacher Follow-up Survey (TFS) to describe the nature of the teacher workforce, look at who joined and who left the workforce in 1999–2000, and compare these transitions with those in 1987–88, 1990–91, and 1993–94. The major findings are as follows:

- At the start of the 1999–2000 school year, 17 percent of the teacher workforce were new hires at their schools, with the majority of new hires being experienced teachers. Only a relatively small percentage of the workforce—about 4 percent—were first-time teachers that school year. The average age of first-time teachers was 29, and private schools were more likely to have first-time teachers than public schools.
- At the end of 1999–2000, about 16 percent of the teacher workforce "turned over" or did not continue teaching in the same school during the 2000–01 school year. The turnover rate was larger at the end of 1999–2000 than at the end of 1987–88, 1990–91, or 1993–94.
- About half of teacher turnover can be attributed to teachers transferring from one school to another, and the rest is due to teachers leaving teaching either temporarily or indefinitely.
- Most public school teachers who transfer move to another public school; only 2 percent transferred to a private school at the end of 1999–2000. In contrast, 53 percent of private school teachers who transferred moved to a public school.
- Public school teachers in high-poverty schools are twice as likely as their counterparts in low-poverty schools to transfer to another school.
- Relative to rates of total turnover, the percentage of teachers who retired at the end of the 1999–2000 school year was small: only 2 out of 16 percent.

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- The percentage of teachers who left teaching and took a job other than elementary or secondary teaching at the end of 1999–2000 was twice as large as that of teachers who retired. Teachers who took a job other than teaching were disproportionately male compared with those who stayed in teaching.
- The percentage of teachers who left teaching for family reasons, to return to school, or for other reasons at the end of 1999–2000 was less than 2 percent. Virtually all teachers who left for family reasons were female. Teachers who left to return to school tended to be younger than those who stayed in teaching.
- Not all teachers who leave the teacher workforce do so permanently: 4 of the 17 percent of teachers who were newly hired in 1999–2000 were former teachers who returned to teach after a break from teaching.
- Private school teachers are more likely to leave teaching than public school teachers.
- Both teachers who left teaching and teachers who transferred at the end of 1999–2000 reported a lack of planning time, too heavy a workload, too low a salary, and problematic student behavior among their top five sources of dissatisfaction with the school they left.

## Student Participation in Education

As the U.S. population increases, so does its enrollment at all levels of public and private education. At the elementary and secondary levels, growth is due largely to the increase in the size of the school-age population. At the postsecondary level, both population growth and increasing enrollment rates help explain rising enrollments. Adult education is also increasing due to demographic shifts in the age of the U.S. population, increasing rates of enrollment, and changing employer requirements for skills. As enrollments have increased, the cohorts of learners have become more diverse than ever before, with students who are members of racial/ethnic minorities or speak a language other than English at home making up an increasing share of the school-age population.

- Rising immigration and a 25 percent increase in the number of annual births that began in the mid-1970s and peaked in 1990 have boosted school enrollment. Public elementary and secondary enrollment reached an estimated 48.3 million in 2004 and is projected to increase to an all-time high of 50.0 million in 2014. The West is projected to experience the largest increase in enrollments of all regions in the country (*indicator 1*).
- The number of private school students enrolled in kindergarten through grade 12 increased from 1989–90 to 2001–02, though at a slower rate than enrollments in public schools. Thus the percentage of private school students as a percentage of total elementary and secondary enrollment decreased slightly over this period. Catholic schools retained the largest enrollment share of private school students, but there was a shift in the distribution of students from Catholic to other religious and nonsectarian private schools at both the elementary and secondary levels during this period (*indicator 2*).
- About 1.1 million, or 2.2 percent of all students, were homeschooled in the United States in the spring of 2003, an increase from 850,000, or 1.7 percent of all

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students, in 1999. The majority of home-schooled students received all of their education at home, but some attended school up to 25 hours per week (*indicator 3*).

- The percentage of public school students who are racial/ethnic minorities increased from 22 percent in 1972 to 42 percent in 2003, primarily due to growth in Hispanic enrollments. In 2003, minority public school enrollment (54 percent) exceeded White enrollment (46 percent) in the West (*indicator 4*).
- The number of children ages 5–17 who spoke a language other than English at home more than doubled between 1979 and 2003. Among these children, the number who spoke English with difficulty (i.e., did not speak English "very well") also grew markedly during this period. For both of these groups of children, Spanish was the language most frequently spoken at home (*indicator 5*).
- In 2000, some 3.9 million children, or 8 percent of those enrolled in public elementary and secondary schools, were classified as having mental retardation, an emotional disturbance, or a specific learning disability and received services under the Individuals with Disabilities Education Act (IDEA). Males were twice as likely as females to be served under IDEA, and Black and American Indian children were both overrepresented in the population of children classified as having one of these categories of disability *(indicator 6)*.
- In the next 10 years, undergraduate enrollment is projected to increase. Women's undergraduate enrollment is expected to increase at a faster rate than men's, and full-time enrollment is projected to increase at a faster rate than part-time enrollment. During this period, the growth in enrollment at 4-year institutions is expected to be greater than at 2-year institutions (*indicator 7*).

## Learner Outcomes

How well does the American educational system—and its students—perform? Data from national and international assessments of students' academic achievement can help answer this question, as can data on adults' educational and work experiences, literacy levels, and earnings later in life. In some areas, such as reading, mathematics, and science, the performance of elementary and secondary students has shown some improvement over the past decade, but not in all grades assessed and not equally for all students. The association between education and the earnings and employment of adults helps underscore the importance of education for individuals and society and the outcomes of different levels of educational attainment.

- According to data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), smaller percentages of children from homes with more family risk factors, such as poverty and a primary home language other than English, mastered more complex reading and mathematics skills by the spring of 3rd grade compared with their peers with fewer or no risk factors. For example, in reading, the percentage of children who had two or more risk factors and were proficient at deriving meaning from text increased from 0 to 24 percent from the spring of kindergarten to the spring of grade 3 versus an increase of 0 to 54 percent for those with no risk factors *(indicator 8)*.
- The reading performance of 8th-graders assessed by the National Assessment of Educational Progress (NAEP)

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improved between 1992 and 2003, but no measurable difference was found in the performance of 4th-graders. Females outperformed males in both grades, and White and Asian/Pacific Islander students outperformed American Indian, Hispanic, and Black students *(indicator 9)*.

- The mathematics performance of 4th- and 8th-graders assessed by NAEP improved steadily from 1990 to 2003. For both grades, the average scores in 2003 were higher than in all previous assessments, and the percentages of students performing at or above the *Basic* and *Proficient* levels and at the *Advanced* level, defined as "superior performance," were higher in 2003 than in 1990. In both grades, males outperformed females, and White and Asian/Pacific Islander students outperformed Black, Hispanic, and American Indian students (*indicator 10*).
- According to findings from NAEP in 2003, students in large central city public schools had lower average scores in reading and mathematics than students in rural, urban fringe, and all central city schools. In both subjects, the percentages of 4th- and 8th-graders in large central city public schools who performed at or above the *Proficient* level were lower than the national percentages (*indicator 14*).
- The 2003 Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics performance at grade 4 in 25 countries and at grade 8 in 45 countries. Findings from TIMSS showed that U.S. students at grades 4 and 8 scored above the international average in mathematics in 2003. U.S. 4th-graders showed no measurable change in mathematics from 1995 to 2003, while 8th-graders showed improvement over this period (*indicator 11*).
- According to findings from TIMSS on science performance, U.S. students at grades 4 and 8 scored above the international average in 2003. U.S. 4th-graders showed no measurable change in science from 1995 to 2003, while 8th-graders showed improvement over this period *(indicator 12)*.
- The Program for International Student Assessment (PISA)—which reports on the mathematics literacy and problem-solving ability of 15-year-olds in 29 participating Organization for Economic Cooperation and Development (OECD) industrialized countries—showed that U.S. 15-year-olds, on average, scored below the international average for participating OECD countries in combined mathematics literacy, specific mathematics skill areas, and problem solving in 2003 *(indicator 13)*.
- The percentage of adults age 25 or older who reported having read a novel, short story, play, or poem in the past 12 months decreased between 1982 and 2002. A strong positive relationship existed between reading literature and educational attainment in 2002: the more education a person had, the more likely that person was to report having read literature in the past 12 months (*indicator 15*).
- White, Black, and Hispanic young adults (ages 25–34) who have at least a bachelor's degree have higher median earnings than their peers with less education, and these differences increased between 1977 and 2003. Gaps in the median earnings of young adults by race/ethnicity existed at all levels of educational attainment during this period, with Whites earning more than Blacks or Hispanics at each level. Between 1977 and 2003, the earnings gap between Blacks and Whites decreased among those who did not complete or go beyond high

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school, while no change was detected at higher levels of educational attainment. There was no measurable change in the earnings gap between Whites and Hispanics at any of the levels of educational attainment (*indicator 16*).

- In 2004, 5 percent of young adults (individuals between the ages of 25 and 34) were unemployed. Although this percentage has fluctuated since 1971, one constant has been a relationship between unemployment and educational attainment. Generally speaking, the more education a young adult has attained, the less likely that person is to be unemployed. For example, over this 33-year period, young adults with at least a bachelor's degree were less likely to be unemployed than their peers with less education, a pattern that held for White, Black, and Hispanic young adults (*indicator 17*).

## Student Effort and Educational Progress

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

- Among children enrolled in kindergarten in fall 1998, about 1 out of 10 was either repeating kindergarten or had a delayed entry (had not enrolled the year he or she became age eligible). Both groups were more likely than their on-time classmates to be male and less likely to have attended preschool. Compared with those who entered on time, delayed entrants were more likely to be White and to have parents with a bachelor's degree or higher. However, kindergarten repeaters were more likely than on-time entrants to have parents with less than a high school education *(indicator 18)*.

- The status dropout rate represents the percentage of an age group that is not enrolled in school and has not earned a high school diploma or its equivalent. Since 1972, status dropout rates for Whites, Blacks, and Hispanics ages 16–24 have declined; nonetheless, rates for Hispanics have remained higher than those for other racial/ethnic groups. Although the status dropout rate declined over the whole 30-year period from 1972 through 2002, it remained fairly stable over the last decade (1992 through 2002) (*indicator 19*).

- Between 1972 and 2003, the rate at which high school completers enrolled in college in the fall immediately after high school increased from 49 to 64 percent, but it has remained at about 64 percent since 1998. Between the mid-1980s and the late 1990s, the difference between the rates of immediate enrollment of Blacks and Whites declined, but the difference between the rates of immediate enrollment of Hispanics and Whites increased (*indicator 20*).

- Among the cohort of 1992 high school seniors who had enrolled in any postsecondary education by 2000, 66 percent enrolled first in a postsecondary institution in their home state and also lived in their home state in 2000. Students whose highest degree was a bachelor's degree were more likely than those whose highest degree was an associate's degree to have either enrolled

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in a postsecondary institution outside of their home state or lived outside their home state after high school *(indicator 22)*.

- Twelfth-graders in 1992 were more likely than their counterparts in 1972 and 1982 to enroll in postsecondary education within 8.5 years of high school graduation. Among those who earned more than 10 postsecondary credits, the proportion earning a bachelor's degree by their mid-twenties increased (50 percent of the class of 1992 did so vs. 43 and 46 percent, respectively, of the classes of 1982 and 1972) *(indicator 21)*.
- The percentage of 25- to 29-year-olds who have completed high school has increased since 1971. By 2003, some 87 percent of these young adults had received a high school diploma or its equivalent, and many had received additional education. However, racial/ethnic differences in levels of educational attainment remain *(indicator 23)*.

## Contexts of Elementary and Secondary Education

The school environment is shaped by many factors, including curricular offerings, methods of instruction and assessment, scheduling, the configuration of classrooms and schools, and the climate for learning. Monitoring these and other factors provides a better understanding of the conditions in schools that can influence education.

- Students in 20 states, accounting for more than half of all public school students in the United States, were required to pass exit examinations (such as minimum competency, standards-based, or end-of-course examinations) in order to graduate from high school in 2004. Five additional states will be phasing in exit examinations between 2004 and 2008. By 2009, of the 25 states with exit examinations in place, all but 6 will use these examinations to meet the accountability requirements of the No Child Left Behind Act of 2001 (*indicator 24*).
- Students attending school in a central city or urban fringe/large town and in schools with a 12th-grade enrollment of 450 or more were more likely than their peers to have the opportunity to take four or more advanced courses each in mathematics, English, science, and a foreign language in 2000. Students attending schools in the Northeast and Southeast were also more likely than their peers in schools in Central states to have such an opportunity (*indicator 25*).
- The average number of hours per year that U.S. public school students spent in school increased between 1987–88 and 1999–2000. On average, middle school students spent more time in school than elementary or high school students. In both years, students who attended rural schools spent more time in school than students in urban fringe/large town schools, as did those in the Midwest than those in the Northeast, South, and West (*indicator 26*).
- Approximately 50 percent of all disabled students in 2003–04 spent 80 percent or more of their day in a regular classroom, up from 45 percent in 1994–95. Black students with disabilities spend less time in a regular classroom on average than their peers of other race/ethnicities with disabilities (*indicator 27*).
- Charter schools—public schools of choice that have been exempted from some local and state regulations to provide greater flexibility than regular public schools—

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differ from one another and from regular public schools in their origins, the authority under which they are chartered, and the students they serve. Among students enrolled in charter schools in 2003, 51 percent attended schools chartered by a school district, 28 percent attended schools chartered by a state board of education, 16 percent attended schools chartered by a postsecondary institution, and 6 percent attended schools chartered by a state chartering agency (*indicator 28*).

- There was a general decline in the rate at which students ages 12–18 were victims of nonfatal crime—including theft, violent crime, and serious violent crime—at school from 1992 through 2002. The rates of these crimes when students were away from school also decreased. In each year observed, the rates for serious violent crime—rape, sexual assault, robbery, and aggravated assault—were lower when students were at school than away from school (*indicator 30*).

## Contexts of Postsecondary Education

The postsecondary education system encompasses various types of institutions, both public and private. Although issues of student access, persistence, and attainment have been predominant concerns in postsecondary education, the contexts in which postsecondary education takes place matter as well. Important aspects of this context include the diversity of the undergraduate and graduate populations; differences in the educational missions, policies, and services of colleges and universities; the types of courses that students take; and the ways in which colleges and universities attract and employ faculty and other resources.

- In 2002, some 29 percent of all students enrolled in degree-granting institutions were racial/ethnic minorities (American Indian, Asian/Pacific Islander, Black, or Hispanic). That year, 12 percent of Black students attended an institution where they made up at least 80 percent of the total enrollment. This was more than twice the percentage of Hispanic students who attended an institution where they made up at least 80 percent of the total enrollment. About one-fifth of Black and Hispanic students attended an institution where they were the majority *(indicator 31)*.

- Inflation-adjusted average salaries for full-time faculty increased 8 percent between 1987–88 and 2002–03. Combining salary with benefits, full-time faculty received a total compensation package averaging $78,300 in 2002–03, about $8,300 more than they received in 1987–88 after adjusting for inflation. Faculty at private 4-year doctoral/research universities earned more and received more in benefits than faculty at other types of institutions *(indicator 32)*.

- Academic libraries are not only providing a broad array of electronic services to their primary clientele but are also increasingly providing these services to off-campus users other than their primary clientele. Although academic libraries at institutions with graduate programs are generally taking the lead in providing electronic services, gaps between types of institutions are narrowing *(indicator 33)*.

- Many states have implemented laws and policies to promote successful transfers of students from community colleges to 4-year institutions. In fall 2000, most community college students attended institutions in states with legislation on transfer and articulation, cooperative agreements, and requirements for report-

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ing transfer data (78, 89, and 90 percent of community college students, respectively), and more than half attended institutions in states with common core courses and statewide articulation guides (66 and 57 percent, respectively) *(indicator 34)*.

## Societal Support for Learning

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

- According to data from the Early Childhood Longitudinal Study, Birth Cohort (ECLS–B), children about 9 months of age with family risk factors—living in a household below the poverty level, having a primary home language other than English, having a mother whose highest education was less than a high school diploma, and living in a single-parent household—were less likely to have family members who read to them, told them stories, and sang to them daily in 2001–02 *(indicator 35)*.
- In 1999–2000, expenditures per student in public elementary/secondary schools were highest in the most affluent school districts and next highest in school districts with the most low-income families. Between 1989–90 and 1999–2000, total expenditures per student in constant dollars increased the least for the most affluent districts. Current expenditures per student, which include instructional, administrative, and operation and maintenance expenditures, followed the same pattern *(indicator 36)*.
- The proportion of total revenue for public elementary and secondary education from local sources in constant dollars declined nationally from 1989–90 to 2001–02, reflecting decreases in the proportion of local revenue from property tax revenue and other local revenue. In both the Midwest and Northeast, the proportion of total public school revenue from local sources declined during this period, while the proportion changed little in the South and West *(indicator 37)*.
- Between 1989–90 and 2001–02, total expenditures per student in public elementary/secondary schools, which include all expenditures allocable to per student costs divided by fall enrollment, increased by 24 percent, from $7,365 to $9,139 in constant dollars. Among the five major categories of public elementary and secondary school expenditure (instruction, administration, operation and maintenance, capital expenditures, and other), capital expenditures increased the most in percentage terms (70 percent) between 1989–90 and 2001–02. In comparison, instructional expenditures increased by 21 percent. Despite these increases, more than half of the total amount spent went toward instructional expenditures in 2001–02 *(indicator 38)*.

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- Public revenue per student at the elementary and secondary levels increased 109 percent in constant dollars between 1969–70 and 2001–02. After first declining and then increasing since the mid-1980s, total public revenue comprised a similar percentage of GDP in 2001–02 as in 1969–70 (4.08 and 3.98 percent, respectively) *(indicator 39)*.

- The education and general revenues per student of public 2- and 4-year degree-granting institutions increased by 33 percent in constant dollars from 1969–70 to 2000–01. During this period, government appropriations per student to institutions increased by 3 percent, from $5,227 to $5,409, while the revenues per student to institutions from sources other than government appropriations increased at a faster rate. Tuition and fees per student increased from $1,364 to $2,716 (by 99 percent), and other sources of education and general revenues increased from $2,204 to $3,571 (by 62 percent) (*indicator 40*).

## Conclusion

Trends in the condition of American education continue to show promise and challenge, as well as underscore the importance of schooling. Progress in reading achievement is uneven, while performance has risen in mathematics. International assessments also present a mixed picture. Certain family risk factors present a challenge to students' educational progress and achievement.

In elementary and secondary education, enrollments have followed population shifts and are projected to increase each year through 2014 to an all-time high of 50 million, with the West expected to experience the largest increase in enrollments. Over the past three decades, rates of enrollment in degree-granting postsecondary education have increased and are projected to continue to do so throughout the next 10 years.

NCES produces an array of reports each month that present findings about the U.S. education system. *The Condition of Education 2005* is the culmination of a yearlong project. It includes data that were available by early April 2005. In the coming months, a number of other reports and surveys informing us about education will be released, including the first follow-up to the Birth Cohort of the Early Childhood Longitudinal Study; 2005 National Report Cards in reading, mathematics, and science; the National Assessment of Adult Literacy; and the 10-year follow-up to the Baccalaureate and Beyond Longitudinal Study of 1992/93. As is true of the indicators in this volume, these surveys and reports will continue to inform Americans about the condition of education.

Grover J. Whitehurst
Acting Commissioner
National Center for Education Statistics

# Reader's Guide

*The Condition of Education* is available in two forms: this print volume for 2005 and a web version on the NCES website (http://nces.ed.gov/programs/coe). The web version includes special analyses, essays, and indicators from this and earlier print volumes of *The Condition of Education*. (See page xxiv for a list of all the indicators that appear on *The Condition of Education* website.)

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

When the source is an NCES publication, such as *The Digest of Education Statistics 2003* (NCES 2005–025), that publication can be viewed at the NCES website (http://nces.ed.gov/pubsearch).

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

## Data Sources and Estimates

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

Data reported in this volume are primarily from two types of sources. Some indicators report data from entire populations, such as *indicator 36* (public elementary and secondary expenditures per student by district poverty). With these kinds of data, information is collected from every member of the population surveyed. This "universe" could be all colleges and universities or every school district in the country. Other indicators report data from a statistical sample of the entire population. When a sample is used, the statistical uncertainty introduced from having data from only a portion of the entire population must be considered in reporting estimates and making comparisons.

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

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Another population measure sometimes used is the median. The median is the value of a population characteristic above which 50 percent of the population is estimated to fall. An example is the median annual earnings of full-time, full-year wage and salary workers (see *indicator 16*).

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

A universe survey is usually expensive and time consuming, so researchers often collect data from a small sample of the population of interest. Through (stratified) random sampling and other methods, researchers seek to ensure that this sample accurately represents the larger population to which they wish to generalize. As an illustration, the Early Child Longitudinal Study–Birth Cohort, upon which *indicator 35* is based, surveyed a representative sample of over 10,500 families of babies born in 2001 across the country. Based on this sample, conclusions can be drawn about all babies, such as their race/ethnicity, the education of their parents, parent-child interactions, and their early childhood mental and motor skills.

Estimating the size of the total population or subpopulations from a data source based on a sample of the entire population requires consideration of several factors before the estimates become meaningful. However conscientious an organization may be in collecting data from a sample of a population, there will always be some margin of error in estimating the size of the actual total population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an estimate of the true or actual value. The margin of error or the range of the estimate depends on several factors, such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed.[1] The magnitude of this margin of error is measured by what statisticians call the "standard error" of an estimate.

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

## Standard Errors

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

The standard errors of the estimates for different subpopulations in an indicator can vary considerably. As an illustration, *indicator 11* reports on the mathematics scores of 4th- and 8th-graders in the United States and 44 other countries in 2003. The average score of 8th-graders in the United States was 504, compared with an average score of 505 in Australia (see

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supplemental table 11-1). In contrast to the similarity of these scores, their standard errors were 3.3 and 4.6, respectively (see table S11-1 in http://nces.ed.gov/programs/coe/2005/section2/table.asp?tableID=222).

The percentage or mean score with the smaller standard error provides a more reliable estimate of the true value than does the percentage or mean score with a higher standard error. Standard errors tend to diminish in size as the size of the sample (or subsample) increases. Consequently, for the same kinds of data, such as kindergarten entry rates in the Early Childhood Longitudinal Study, Kindergarten Class of 1998, or scores on the National Assessment of Educational Progress, standard errors will almost always be larger for Blacks and Hispanics than for Whites, who represent a larger proportion of the population.

## Data Analysis and Interpretation

Due to standard errors, caution is warranted when drawing conclusions about the size of one population estimate in comparison to another or whether a time series of population estimates is increasing, decreasing, or staying about the same. Although one estimate of the population size may be larger than another, a statistical test may find that there is no measurable difference between the two estimates because there may appear to be a large standard error associated with one or both of the estimates.

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

For all indicators in *The Condition of Education* based on samples, differences between means or percentages (including increases or decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed *t* tests, at the .05 level, are typically used. The *t* test formula for determining statistical significance is adjusted when the samples being compared are dependent. When the difference between means or percentages is not statistically significant, tests of equivalence will often be run. An equivalence test determines the probability (generally at the .15 level) that the means or percentages are statistically equivalent; that is, with the margin of error that the two estimates are not substantively different. When the difference is found to be equivalent, language such as x and y "were similar" or "about the same" will be used.

When the variables to be tested are postulated to form a trend, the relationship may be tested using linear regression, logistic regression, or ANOVA trend analysis instead of a series of *t* tests. These other methods of analysis test for specific relationships (e.g., linear, quadratic, or cubic) among variables.

Discussion of several indicators illustrates the consequences of these considerations. *Indicator 17* shows a larger percentage of Hispanic persons ages 25–34 (6 percent) were unemployed than White persons (4 percent) in 2004 (see supplemental table 17-1). Although the difference of the unrounded estimates is relatively small (1 percentage point), so are the standard errors associated with each estimate (0.20 and 0.18 for Hispanics and Whites, respectively) (see table S17-1), and the difference is statistically significant and supports the statement. In contrast, *indicator 30* discusses the incidence of school violence against students ages 12–18. The data in supplemental table 30-2 indicate there were 27 violent crimes committed at school against males per 1,000 students in 2002, compared with 21 violent crimes committed at

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school against females per 1,000 students. This difference of 6 percentage points is larger than in the previous example, but the standard errors are also larger (2.8 and 2.5, respectively) (see table S30-2). The difference is not statistically significant, and therefore, the data do not support a conclusion that males are more likely than females to be victims of violent crime at school. The introduction to appendix 3 explains in some detail how the statistical significance of the difference between two estimates is determined.

## Variation in Populations

In considering the estimated means in the tables and figures shown in this volume and on the website, it is important to keep in mind that there may be considerable variation among the members of a population in the characteristic or variable represented by the population mean. For example, the estimated average mathematics literacy score of 15-year-olds in the United States in 2003 was 483 (see supplemental table 13-1). In reality, many students scored above 483 points, and many scored below 483 points. Likewise, not all faculty salaries, benefits, and total compensation at postsecondary institutions were the same at each type of institution in 2002–03 (see *indicator 32*).

Because of this variation, there may be considerable overlap among the members of two populations that are being compared. Although the difference in the estimated means of the two populations may be statistically significant, many members of the population with the lower estimated mean may be above the estimated mean of the other population and vice versa. For example, some percentage of young adults with a high school diploma or GED have higher earnings than young adults with a bachelor's degree or higher (see *indicator 16*). The extent of such overlap is not generally considered in the indicators in this volume.

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

## Rounding and Other Considerations

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

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

— Not available.
Data were not collected or not reported.

† Not applicable.
Category does not exist.

# Rounds to zero.
The estimate rounds to zero.

! Interpret data with caution.
Estimates are unstable (because standard errors are large compared with the estimate).

‡ Reporting standards not met.
Did not meet reporting standards.

* $p < 0.05$ Significance level.[2]

## Notes

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

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

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

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# Mobility in the Teacher Workforce

*Stephen Provasnik and Scott Dorfman*

## Introduction

Each year teachers enter, leave, and move within the K–12 teacher workforce in the United States. Such movement affects not only the composition of teachers at individual schools and the institutional stability of these schools but also the demographics and qualifications of the teacher workforce as a whole. Understanding the dynamics of such change in the teacher workforce is important for policymakers weighing competing policies regarding such issues as teacher shortages, teacher attrition, and teacher quality. This special analysis describes the nature of the teacher workforce, looks at who joined and who left the workforce in 1999–2000, and compares these transitions with those in 1987–88, 1990–91, and 1993–94. The purpose of this special analysis is to provide a foundation for informed discussions of policies intended to address issues related to the teacher workforce.

Using the most recent national data on teachers, this special analysis addresses the following questions: What does the teacher workforce look like in a given year? How does the teacher workforce change within that year? Whom are schools hiring to be new teachers in that year? How many teachers do schools lose within that year? How long have teachers been at the same school when they leave? When and why do teachers leave a school or the profession?

The most recent national data on public and private school teachers come from two surveys sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES): the 1999–2000 Schools and Staffing Survey (SASS) and the related 2000–01 Teacher Follow-up Survey (TFS). The 1999–2000 SASS, administered between September 1999 and June 2000, asked a nationally representative sample of over 50,000 public and private school teachers about their work environment, classroom teaching, teaching qualifications, and other individual characteristics.[1] The 2000–01 TFS, administered between January and May 2001, asked a representative sample of over 5,000 SASS participants a series of follow-up questions about how their job had changed since the previous year.[2] Respondents included those who continued teaching the year after completing the initial SASS and those who left the profession. Unless otherwise noted, the data presented in this special analysis come from the 1999–2000 SASS or the 2000–01 TFS.

To describe the nature of the teacher workforce and look at who joined and who left the workforce within a given year, this special analysis begins with a profile of the demographics of the workforce. The next section examines how many new teachers are hired each of the years studied, how the characteristics of newly hired teachers differ from teachers already in the workforce, and how these new hires are distributed across different types of schools. The following section considers what proportion of teachers transfer or leave teaching each of the years studied, how these teachers differ from teachers who continue to teach, and how their rates of departure vary for different types of schools. It also examines differences in the length of time teachers who left their school had taught in that school. The next section examines the reasons teachers give for leaving and transferring. At the conclusion of the special analysis is a summary of the key findings.

It is important to recognize several important points about this special analysis. First, unless otherwise stated, this special analysis reports all percentages as percentages of the entire teacher workforce or an entire subgroup of the workforce (e.g., all private school teachers). This is done to allow readers to make comparisons easily across time and between subgroups. Second, this special analysis can identify and describe types of changes in the teacher workforce that occur within a year, but it cannot measure exactly how the teacher

# Mobility in the Teacher Workforce

Continued

workforce as a whole changed from the beginning of one year to the beginning of the next year because of the limitations of SASS and TFS data.[3] Third, while this special analysis provides a foundation for understanding how the teacher workforce changes, it does not attempt to sort out the causes or determinants of such changes.

### What Does the Teacher Workforce Look Like?

During the 1999–2000 school year, a total of about 3,450,000 teachers worked in public and private elementary and secondary schools across the country—representing about 2.7 percent of the overall U.S. workforce that year.[4] Elementary and secondary school teachers constituted a greater percentage of the workforce than physicians (0.5 percent), legal professionals (0.8 percent), postsecondary faculty (0.9 percent), engineers (1.0 percent), firemen and law enforcement workers (1.0 percent), registered nurses (1.5 percent), or any other professional group that year. Elementary and secondary school teachers constituted about the same percentage of the workforce as all secretaries and administrative assistants (2.7 percent) and slightly less than retail workers (2.8 percent) (U.S. Department of Labor 2002). The statistics that follow attempt to profile this large workforce by describing its basic features and its distributions of demographic and professional characteristics.

The majority of teachers (90 percent) worked full time, 4 percent worked part time, 3 percent were itinerant teachers, and less than 0.5 percent worked as long-term substitutes.[5] Eighty-seven percent (3,000,000 teachers) worked in public schools, and 13 percent (450,000 teachers) worked in private schools.[6]

As has historically long been true in the United States, females made up the majority of the teacher workforce in 1999–2000: a total of 2,590,000 teachers were female, while 860,000 teachers were male (75 vs. 25 percent). The percentages of female and male teachers were similar in both public and private schools: female teachers made up 75 percent of public school teachers and 76 percent of private school teachers. However, the distribution of teachers by sex differed widely by grade level. Among those teaching in the elementary grades, 1,340,000 teachers were female, while 140,000 teachers were male (91 vs. 9 percent). In contrast, at the high school level, 570,000 teachers were female, while 470,000 teachers were male (55 vs. 45 percent). In the middle grades, there were 660,000 female and 250,000 male teachers (73 vs. 27 percent).[7]

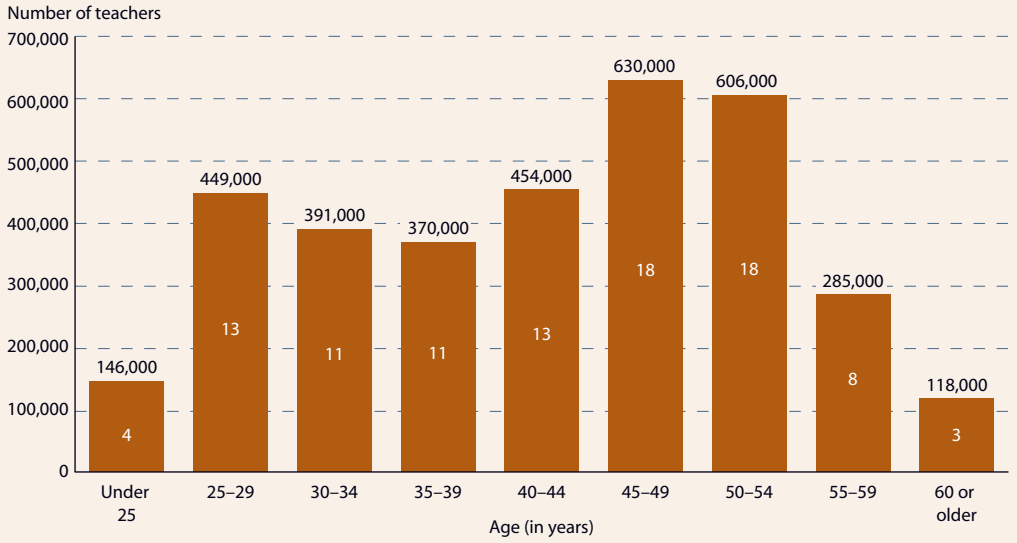
The average age of brand-new teachers in 1999–2000 was 29 years old (the median was 26 years old), suggesting that many teachers do not enter the teacher workforce in their early twenties—an age that is traditionally associated with being "right out of college." The average age of all elementary, middle, and high school teachers was 42 (the median was 44 years old).[8] About 29 percent of teachers were under age 35, 42 percent were ages 35–49, and 29 percent were age 50 or older (see figure 1 for further detail).

The average number of years of teaching experience for all teachers was 14 years in 1999–2000. More than one-third of teachers (36 percent) had 19 or more years of teaching experience, 24 percent had 10–18 years, 24 percent had 4–9 years, and 17 percent had 3 or fewer years (see figure 2 for further detail). As this analysis will show, many teachers leave the teaching profession for a period of time for various reasons, and some enter it later in life. As a result, many older teachers have less teaching experience than one might expect. For example, 19 percent of teachers between the age of 45 and 49 in 1999–2000 had less than 10 years of teaching experience, and 9 percent of teachers between the age of 50 and 59 had less than 10 years of teaching experience.

# Mobility in the Teacher Workforce

**Continued**

**Figure 1. Number and percentage distribution of public and private K–12 teachers in the U.S. teaching workforce, by age: 1999–2000**




NOTE: The number in the bar represents the percentage of public and private K–12 teachers in the category. Detail may not sum to totals because of rounding.
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.

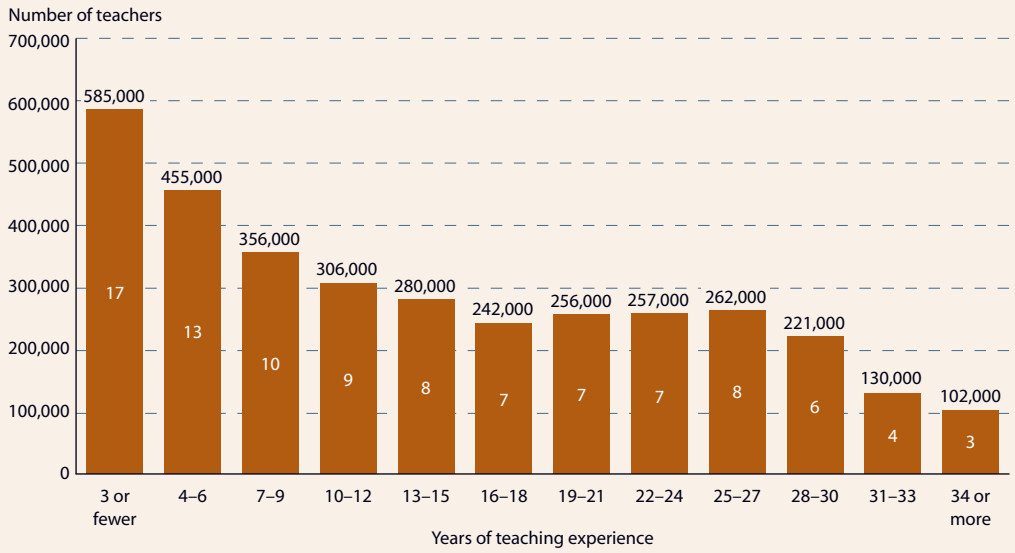
In 1999–2000, the highest degree attained for the majority of teachers (53 percent) was a bachelor's degree. Forty-two percent of teachers had attained a master's degree as their highest degree, and 4 percent had attained a doctorate, professional, or education specialist degree. Less than 2 percent of all teachers had completed no more than an associate's degree.

Although teachers' academic degrees and their average years of experience have been traditional indicators of the qualifications of the teacher workforce, research has not found the highest degree attained by teachers to be a good predictor of gains in student achievement (Rivkin, Hanushek, and Kain 2005; also see Hanushek 1996; Hedges, Laine, and Greenwald 1994). Number of years of teaching experience has also proven to be problematic in predicting such gains. Generally, beginning teachers (those with 3 or fewer years of teaching experience) are not as effective as teachers with more years of teaching experience, with brand-new teachers typically being the least effective teachers (Rivkin, Hanushek, and Kain 2005; Rockoff 2004; Murnane 1975). Research has consistently found that brand-new teachers make "important gains in teaching quality in the first year and smaller gains over the next few career years"; however, there is not a consistent linear relationship between years of teaching experience and student achievement after the initial three years of teaching, making it difficult to say whether there are any discernible differences among more veteran teachers—for example, between teachers with 7–10 years of experience and teachers with 20 or more years of experience (Rivkin, Hanushek, and Kain 2005, p. 449; Murnane and Phillips 1981). A better predictor of student achievement—and hence a better indicator of the qualifications

# Mobility in the Teacher Workforce

**Continued**

**Figure 2. Number and percentage distribution of public and private K–12 teachers in the U.S. teaching workforce, by years of teaching experience: 1999–2000**




NOTE: The number in the bar represents the percentage of public and private K–12 teachers in the category. Detail may not sum to totals because of rounding.
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.

of the teacher workforce—is whether teachers have training and certification in the field they teach (Monk 1994; Goldhaber and Brewer 1997, 2000). Those who have neither an undergraduate or graduate major nor certification in the field they teach are known as "out-of-field" teachers. Research has suggested that high school students in mathematics and science learn less from out-of-field teachers than they do from teachers with a major or certification in the field they teach (Goldhaber and Brewer 1997, 2000; for a summary of this research, see Seastrom et al. (2002), pp. 1–2).

In 1999–2000, among all teachers at all grade levels, an average of 12 percent were teaching out-of-field in their main assignment area; however, this percentage varied greatly by school control, subject area, and level.[9] For example, 30 percent of private school teachers taught out-of-field compared with 10 percent of public school teachers. Similarly, about 37 percent of all vocational education teachers lacked an appropriate major or certification to teach vocational education. In contrast, 6 percent of all social science teachers, 9 percent of all English teachers, 10 percent of all science teachers, and 14 percent of all mathematics teachers were teaching out-of-field. Among public school teachers who taught in the middle school grades, 8 percent of social science teachers, 11 percent of English teachers, 13 percent of science teachers, and 18 percent of mathematics teachers were teaching out-of-field. However, among public high school teachers, 2 percent of social science teachers, 2 percent of English teachers, 3 percent of science teachers, and 5 percent of mathematics teachers were teaching out-of-field (Seastrom et al. 2002, pp. 55–56).[10] The rates of out-of-field teaching by subject and level for private school teachers cannot be

# Mobility in the Teacher Workforce

**Continued**

reliably calculated from SASS data because of the small sample sizes of private school teachers for each subject area.

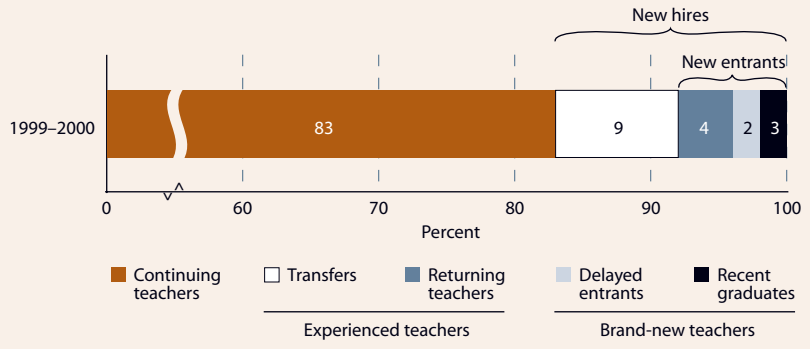
### How Many New Teachers Are Hired in a Year?

During the 1999–2000 school year, about 2,870,000 teachers (83 percent of all teachers) continued to teach in the same school in which they had taught the year before (figure 3). About 580,000 teachers (17 percent of all teachers) were "new hires" at their school. Most of these new hires replaced teachers who had left the school—in other words, they filled the positions created as a result of "teacher turnover" from the previous year. However, some of these new hires filled new positions in the teacher workforce—which grew by 3 percent, on average, over the previous 2 years (U.S. Department of Education 2003, table 66). Not all new hires were new teachers. New hires included teachers who transferred from another school, former teachers who re-entered the profession after a hiatus from teaching, individuals who did not work the previous year as an elementary or secondary school teacher and were not enrolled in an undergraduate or graduate program, and individuals who were enrolled in an undergraduate or graduate program the previous year. For simplicity's sake, these various categories of new hires will be referred to, respectively, as *transfers, returning teachers, delayed entrants,* and *recent graduates* in this analysis.[11]

Transfers made up 9 of the 17 percent of teachers who were new hires at their school. This category of teachers includes individuals who changed schools either voluntarily or involuntarily (e.g., due to a school closing or reorganization, staff reduction, reassignment, or termination for unsatisfactory performance). Transfers may have moved from a school in a different district or from a school within the same district.

Returning teachers made up 4 of the 17 percent of teachers who were new hires at their school. This category of teachers (also sometimes referred to as "re-entrants") includes individuals who taught in an elementary, middle, or high school either full time or part time for at least a year and then left teaching. The year before re-

**Figure 3. Percentage distribution of public and private K–12 teachers by their employment background: 1999–2000**




NOTE: New hires refers to teachers who are new to their school. New entrants refers to teachers who entered the teacher workforce this year. Detail may not sum to totals because of rounding.

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.

# Mobility in the Teacher Workforce

**Continued**

turning to teach, 36 percent of returning teachers worked in a nonteaching job, 11 percent cared for family members, and 9 percent completed further schooling.[12] It is not possible to calculate how long of a hiatus most returning teachers took before re-entering the teacher workforce because SASS did not collect such data.

Delayed entrants made up about 2 of the 17 percent of teachers who were new hires at their school. This category of teachers includes individuals who were never employed as teachers in an elementary, middle, or high school before and who were not students the previous year. Most teachers in this category (57 percent) worked the previous year in a nonteaching job, though 6 percent taught in a preschool and 3 percent taught at a college or university.[13] The number of years between earning their bachelor's degree and starting to teach varied for teachers in this category: 56 percent started to teach within 5 years of earning their bachelor's degree, 17 percent started 6–10 years after earning their bachelor's degree, 16 percent started 11–20 years after, and 10 percent started more than 20 years after (data not shown in table).

Recent graduates made up about 3 of the 17 percent of teachers who were new hires at their school. This category of teachers includes individuals who were never employed as teachers in an elementary, middle, or high school before and who were undergraduate or graduate students the previous year.

Comparing the percentages for the different categories of new hires in 1999–2000 with those in the earlier administrations of SASS—in 1987–88, 1990–91, and 1993–94—reveals that schools replaced a larger percentage of teachers at the start of the 1999–2000 school year than at the start of any of the earlier SASS years (table 1). Despite this increase (relative to the earlier years), the percentage of brand-new teachers (delayed entrants and recent graduates) in the teacher workforce in 1999–2000 remained small (4 percent)[14] and was not measurably different from the percentages in 1990–91

**Table 1. Number and percentage distribution of public and private K–12 teachers by their workforce categories and employment background: 1987–88, 1990–91, 1993–94, and 1999–2000**

| Workforce categories and employment background | 1987–88 | | 1990–91 | | 1993–94 | | 1999–2000 | |
|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| **Total workforce at the start of the year** | **2,630,000** | **100** | **2,916,000** | **100** | **2,940,000** | **100** | **3,451,000** | **100** |
| Continuing teachers | 2,261,000 | 86 | 2,518,000 | 86 | 2,558,000 | 87 | 2,874,000 | 83 |
| New hires | 370,000 | 14 | 398,000 | 14 | 381,000 | 13 | 577,000 | 17 |
| Transfers at the start of the year | 229,000 | 9 | 227,000 | 8 | 196,000 | 7 | 294,000 | 9 |
| New entrants | 141,000 | 5 | 171,000 | 6 | 185,000 | 6 | 283,000 | 8 |
| Returning teachers | 61,000 | 2 | 49,000 | 2 | 46,000 | 2 | 130,000 | 4 |
| Delayed entrants | 35,000 | 1 | 51,000 | 2 | 60,000 | 2 | 67,000 | 2 |
| Recent graduates | 45,000 | 2 | 71,000 | 2 | 80,000 | 3 | 86,000 | 3 |

NOTE: All numbers are estimates with confidence intervals varying from ± 2,200 to ± 47,000. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire" and "Private Teacher Questionnaire," 1987–88; "Public Teacher Questionnaire" and "Private Teacher Questionnaire," 1990–91; "Public Teacher Questionnaire" and "Private Teacher Questionnaire," 1993–94; "Public Teacher Questionnaire," "Charter Teacher Questionnaire," and "Private Teacher Questionnaire," 1999–2000.

# Mobility in the Teacher Workforce

**Continued**

and 1993–94.[15] Most teachers who are newly hired in schools each year are experienced teachers—either transfers or returning teachers—and 1999–2000 was no exception. That year, new hires who were experienced teachers[16] constituted 73 percent of all new hires and 12 percent[17] of the teacher workforce—the latter being a greater percentage than in 1987–88, 1990–91, or 1993–94. These are important points because they make clear that (1) increased teacher turnover does not necessarily mean that there will be greater proportions of inexperienced teachers in the workforce, and (2) without a major change in the dynamics of the workforce, attempts to improve the supply of new teachers can effect only small changes in the teacher workforce each year.

### What Are the Characteristics of New Hires?

Although new hires who transfer from one school to another change the distribution of individual teachers among individual schools, from a policy perspective, they do not change the overall profile of the teacher workforce because they do not affect the demographics or the level of training of the teacher workforce as a whole. In contrast, new hires who are new entrants into the teacher workforce (i.e., returning teachers, delayed entrants, and recent graduates) can raise, lower, or maintain the profile of the workforce in such dimensions. For some sense of how new hires change the workforce, this special analysis compares the average characteristics of new hires to continuing teachers. Because of the limitations of SASS data, it is not possible to compare the characteristics of newly hired teachers with those of the teachers they replaced, which is what one would need to do to measure the actual change in the profile of the workforce between two school years.[18] In general, in the 1999–2000 school year, new hires were more likely to be young and to teach out-of-field than continuing teachers (table 2).[19]

Specifically, transfers tended to be younger than continuing teachers (38 vs. 43 years old) and less experienced (10 vs. 16 years of teaching experience). Delayed entrants and recent graduates were also younger, on average, than continuing teachers (33 and 27, respectively,

**Table 2. Average age, average years of experience, percentage female, percentage out-of-field, percentage with both a major and certification in field, and percentage working full time for public and private K–12 teachers, by employment background: 1999–2000**

| Employment background | Average age | Average years of teaching experience | Percent female | Percent teaching out-of-field | Percent with both major and certification in main assignment field | Percent full time |
|---|---|---|---|---|---|---|
| **All teachers** | **42** | **14** | **75** | **12** | **61** | **90** |
| Continuing teachers | 43 | 16 | 75 | 11 | 63 | 93 |
| Transfers | 38 | 10 | 75 | 15 | 55 | 80 |
| Returning teachers | 41 | 11 | 75 | 26 | 45 | 58 |
| Delayed entrants | 33 | 1 | 75 | 38 | 27 | 85 |
| Recent graduates | 27 | 1 | 73 | 17 | 47 | 90 |

NOTE: Average years of experience includes the 1999–2000 school year in its count of years of teaching. "Out-of-field" teachers have neither an undergraduate or graduate major nor certification in the field of their main teaching assignment.
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.

# Mobility in the Teacher Workforce

**Continued**

vs. 43 years old) and, by definition (given that this was their first year of teaching), less experienced. Returning teachers were about the same age as continuing teachers (41 vs. 43 years old) but, as would be expected given their hiatus from teaching, were less experienced (11 vs. 16 years of teaching experience). Approximately 75 percent of the teachers were female, regardless of whether they were continuing teachers or any of these categories of new hires.

All four categories of new hires were more likely to teach out-of-field and less likely to have both a major and certification in the field of their main teaching assignment (i.e., henceforth referred to as "highly qualified") than continuing teachers. However, delayed entrants stood out among new hires because they were more likely to teach out-of-field than any other category of new hires and more than three times as likely to do so as continuing teachers (38 vs. 11 percent). This high proportion of out-of-field teachers among delayed entrants is due to the fact that a greater percentage of delayed entrants than continuing teachers, transfers, or recent graduates were hired without majors in their main teaching assignments and with either no certification at all (19 vs. 6, 7, and 10 percent, respectively) or provisional/alternative certification[20] (12 vs. 2, 6, and 7 percent, respectively) (table 3). Approximately 19 percent of both returning teachers and delayed entrants reported no certification, but returning teachers were less likely to have provisional/alternative certification than delayed entrants (6 vs. 12 percent).[21]

All of the four categories of new hires were less likely to be employed full time than continuing teachers (table 2). However, returning teachers were two to five times more likely than any other category of new hires to be employed as part-time teachers, and more likely to be employed as itinerant teachers than any other category except transfers (data not shown).[22]

The data in this section illustrate average characteristics of the different categories of new hires. However, it is important to keep in

**Table 3. Percentage distribution of public and private K–12 teachers by certification status, by employment background: 1999–2000**

| | Type of certificate held in main teaching field | | | | | | No certificate in main teaching field | |
|---|---|---|---|---|---|---|---|---|
| Employment background | Regular | Probationary | Provisional or other type for "alternative certification program" | Temporary | Emergency or waiver | Currently in program to obtain certificate | But has one in another field | And none in any other field |
| **All teachers** | **80** | **4** | **3** | **1** | **1** | **3** | **1** | **7** |
| Continuing teachers | 84 | 3 | 2 | 1 | # | 2 | 1 | 6 |
| Transfers | 72 | 6 | 6 | 2 | 1 | 4 | 2 | 7 |
| Returning teachers | 59 | 5 | 6 | 2 | 1! | 5 | 4 | 18 |
| Delayed entrants | 30 | 10 | 12 | 5 | 5 | 20 | 1! | 19 |
| Recent graduates | 47 | 17 | 7 | 3 | 2 | 12 | 2! | 10 |

# Rounds to zero.

! Interpret data with caution (standard errors are large relative to the estimate).

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

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.

# Mobility in the Teacher Workforce

**Continued**

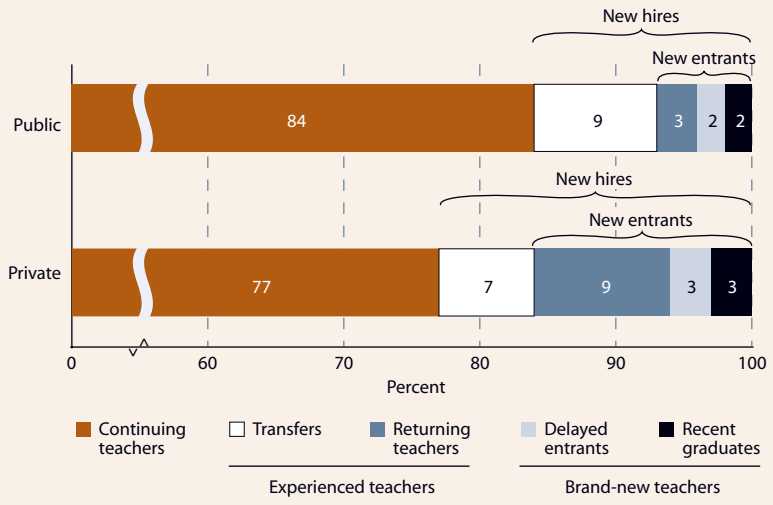
mind that these are aggregate averages, which means that within each of these categories of new hires there may be a wide range of variation. Likewise, it is important to remember that not all schools had the same proportions of these categories of new hires.

### How Do the Proportions of New Hires Differ by School Control and Poverty?

Previous research has found higher rates of teacher turnover among private school teachers than public school teachers and has suggested that public schools with higher percentages of poor students have greater difficulty retaining teachers than schools with relatively few poor students (Broughman and Rollefson 2000; Ingersoll 2001, pp. 16–17). To investigate how these factors are related to the rate at which a school hires new teachers, this special analysis compared the proportions of new hires in publicly controlled and privately controlled schools and in low- and high-poverty public schools.[23] Schools were considered low poverty if less than 15 percent of their students were eligible for free or reduced-price lunch and high poverty if 75 percent or more of their students were eligible.[24] This special analysis could not examine the poverty differences in private schools because a large proportion of private schools do not participate in the free or reduced-price lunch program.[25] The differences between the proportions of new hires in public and private schools indicate that private schools are more likely to hire brand-new teachers than public schools; however, no such difference was detectable between low- and high-poverty public schools.[26]

During the 1999–2000 school year, public school teachers were more likely than private school teachers to have continued to teach in the same school in which they had taught the previous year (84 vs. 77 percent) (figure 4).

**Figure 4. Percentage distribution of K–12 teachers by their employment background, by control of school: 1999–2000**




NOTE: New hires refers to teachers who are new to their school. New entrants refers to teachers who entered the teacher workforce this year. Detail may not sum to totals because of rounding.
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.

# Mobility in the Teacher Workforce

**Continued**

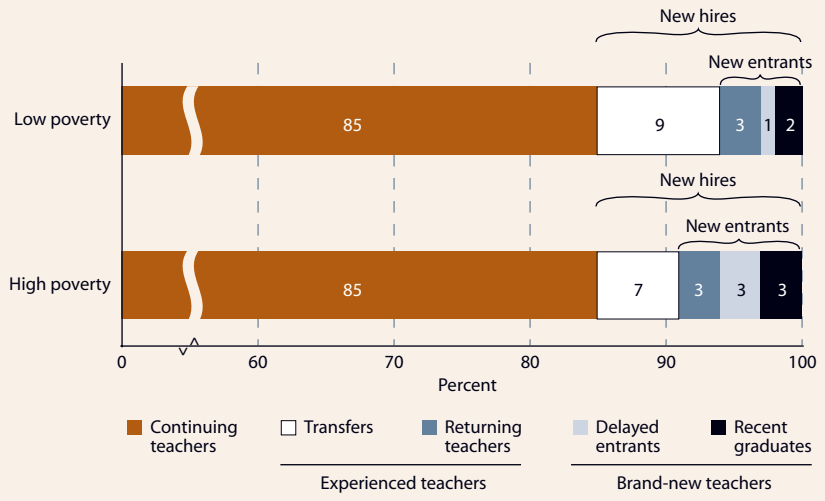
Thus, there was a smaller percentage of new hires in the ranks of public school teachers than private school teachers (16 vs. 23 percent). There were also differences between public and private school teachers in the proportions of the different categories of new hires: a greater percentage of public school teachers than private school teachers were transfers from another school (9 vs. 7 percent), while three times as many private school teachers as public school teachers were returning teachers (9 vs. 3 percent). Overall, a smaller percentage of public school teachers than private school teachers were brand-new teachers (4 vs. 6 percent).

In both low- and high-poverty public schools, the average percentage of new hires was about the same (about 15 percent each), and new hires differed only in the percentage of delayed entrants hired by each kind of school (figure 5). No other apparent differences, including those for transfers, were measurable, and the overall percentage of brand-new teachers in low- and high-poverty public schools was about the same (4 vs. 5 percent).[27]

### How Many Teachers Do Schools Lose at the End of the Year?

At the end of the 1999–2000 school year, public and private schools lost a total of about 550,000 teachers (or 16 percent of the teacher workforce) due to teacher turnover. Roughly 270,000 of these teachers (8 percent) transferred to a different school, and the other 280,000 (8 percent) left teaching for various reasons (figure 6). The teachers who left teaching—or "leavers" for the purpose of this analysis—consisted of teachers who retired (2 percent), took a job other than elementary

**Figure 5. Percentage distribution of public K–12 school teachers by their employment background, by poverty of school: 1999–2000**



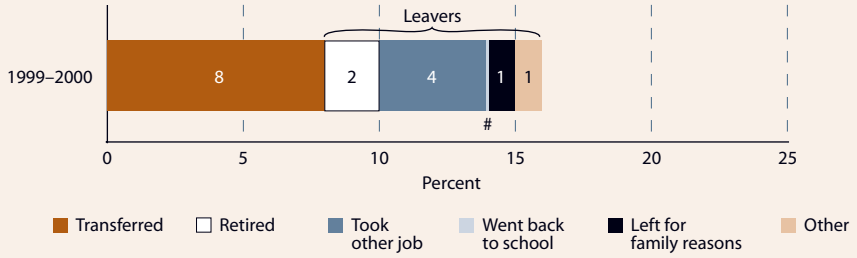

NOTE: New hires refers to teachers who are new to their school. New entrants refers to teachers who entered the teacher workforce this year. Schools were considered low poverty if less than 15 percent of students were eligible for free or reduced-price lunch and high poverty if 75 percent or more of their students were eligible. Detail may not sum to totals because of rounding.

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

# Mobility in the Teacher Workforce

**Continued**

**Figure 6. Percentage of 1999–2000 public and private K–12 teachers who did not teach in the same school the following school year, by the reason teachers left**




#Rounds to zero.

NOTE: Not shown in this figure is the percentage of 1999–2000 public and private school teachers who did teach in the same school the following year. If this percentage were shown, this figure would total 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

or secondary teaching[28] (4 percent), returned to school for further education (0.3 percent), left for family reasons (e.g., to raise children or take care of other family members) (1 percent), and left for miscellaneous other reasons (1 percent).

The percentage of total teacher turnover at the end of 1999–2000 was larger than at the end of 1987–88, 1990–91, or 1993–94 (16 vs. 14, 13, and 14 percent, respectively) (table 4). However, only two categories of leavers at the end of 1999–2000 were measurably larger than the corresponding category of leavers at the end of the earlier years. The percentage of teachers who took another job other than elementary or secondary teaching was higher at the end of 1999–2000 than at the end of 1990–91 or 1987–88 (4 vs. 2 percent for both earlier years). Also, the percentage of teachers who retired at the end of 1999–2000 was higher than that at the end of 1987–88 (2 vs. 1 percent). Increases in these two categories of leavers account for virtually all of the relative increase in turnover observed at the end of 1999–2000. The percentages for all the other categories of leavers at the end of 1999–2000 and for teachers who transferred to a new school at the end of 1999–2000 were not measurably different from the percentages for the corresponding categories at the end of 1987–88, 1990–91, or 1993–94.

It is important to recognize that while turnover measures the number of teachers that schools need to hire to keep the same number of teachers from one year to the next, teacher turnover is not a direct measure of loss in the workforce or of change in the size of the workforce from one year to the next because it includes transfers. As noted in the introduction, the data used for this special analysis do not permit one to measure exactly how much the teacher workforce as a whole changed from the beginning of one year to the beginning of the next year. However, comparing the data from the various years for which SASS and TFS data are available indicates that, between 1987–88 and 1999–2000, the total size of the teacher workforce increased (table 1) while the proportions of the categories of new hires and leavers remained relatively stable.

It is also important to recognize that teacher turnover has different implications depending

# Mobility in the Teacher Workforce

**Continued**

**Table 4. Number and percentage of 1987–88, 1990–91, 1993–94, and 1999–2000 public and private K–12 teachers who did not teach in the same school the following year, by turnover categories**

| Turnover categories | 1987–88 | | 1990–91 | | 1993–94 | | 1999–2000 | |
|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| **Total turnover at the end of the year** | **391,000** | **14** | **383,000** | **13** | **418,000** | **14** | **546,000** | **16** |
| Transfers at the end of the year | 218,000 | 8 | 209,000 | 7 | 205,000 | 7 | 269,000 | 8 |
| Leavers | 173,000 | 6 | 174,000 | 6 | 213,000 | 7 | 278,000 | 8 |
| Retired | 35,000 | 1 | 46,000 | 2 | 48,000 | 2 | 66,000 | 2 |
| Took other job | 64,000 | 2 | 56,000 | 2 | 90,000 | 3 | 126,000 | 4 |
| Went back to school | 11,000 | # | 13,000 | # | 8,000 | # | 12,000 | # |
| Left for family reasons | 48,000 | 2 | 33,000 | 1 | 35,000 | 1 | 47,000 | 1 |
| Other | 14,000 | 1 | 25,000 | 1 | 30,000 | 1 | 26,000 | 1 |

# Rounds to zero.

NOTE: All numbers are estimates with confidence intervals varying from ± 2,000 to ± 34,000. Denominator used to calculate the percentage is the total number of teachers in the workforce during the TFS year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 1988–89, 1991–92, 1994–95, and 2000–2001.

on whether one looks at it from the administrative point of view of a school (or school district) or from a national perspective. From an administrative point of view, teachers who transfer to another school and teachers who leave teaching are both examples of teacher turnover that require a school or district to hire new teachers to replace them (unless the school is downsizing or enrollment has dwindled). From a national point of view, transfers are less interesting because they are teachers who have not left the teacher workforce and thus do not change its size or composition. In contrast, leavers are of particular interest because they represent attrition in the workforce that can change both its size and its overall demographics and level of training. Yet not all attrition is equal. Some attrition is desirable (e.g., teachers leaving who are not well suited to teach), but some is not (e.g., highly qualified teachers leaving). Some attrition is temporary (e.g., teachers leaving to complete a master's degree, raise a family, or take a sabbatical who then return to teach), and some is inevitable (e.g., teachers retiring).

### Who Tends to Leave? Who Tends to Transfer?

At the end of 1999–2000, leavers who retired, naturally, tended to be older teachers, who, on average, had taught for 29 years in elementary, middle, or high school (table 5).[29] The average age of retirees was 58, though 25 percent were 50–54 years old when they retired, 38 percent were 55–59 years old, and 36 percent were 60 or older.[30] The apparent difference between the proportion of females among retirees in table 5 and continuing teachers in table 2 was not statistically significant. Likewise, there was no measurable difference between the percentages of retirees and continuing teachers who were highly qualified and were teaching out-of-field due to the small sample size and large standard errors.

Leavers who took another job other than elementary and secondary teaching were disproportionately male when compared with continuing teachers (32 vs. 25 percent). On average, these leavers were 39 years old and had 10 years of teaching experience before they left. These leavers were less likely to be

# Mobility in the Teacher Workforce

**Continued**

**Table 5. Among public and private K–12 teachers who left teaching between 1999–2000 and 2000–01, average age, average years of teaching experience, percentage female, percentage out-of-field, and percentage with both a major and certification in field, by the reason teachers left**

| Reason teachers left | Average age | Average years of teaching experience | Percent female | Percent teaching out-of-field the previous year | Percent with both major and certification in field taught in the previous year |
|---|---|---|---|---|---|
| **All leavers** | **42** | **15** | **76** | **20** | **54** |
| Retired | 58 | 29 | 71 | 16 | 65 |
| Took other job | 39 | 10 | 68 | 24 | 50 |
| Went back to school | 30 | 4 | 77 | 22 | 52 |
| Left for family reasons | 34 | 9 | 99 | 16 | 53 |
| Other | 40 | 13 | 84 | 19 | 47 |

NOTE: "Out-of-field" teachers have neither an undergraduate or graduate major nor certification in the field of their main teaching assignment.
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 and Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

highly qualified than teachers who continued to teach in the same school (50 vs. 63 percent) and were twice as likely to have been teaching out-of-field (24 vs. 11 percent).

Leavers who pursued further education tended to be new to the teaching profession, having taught on average for 4 years. The average age of these leavers was 30. There was no measurable difference between the percentage of these leavers who were female and the corresponding percentage for continuing teachers. These leavers were twice as likely to have been teaching out-of-field as teachers who continued to teach in the same school (22 vs. 11 percent); however, apparent differences between them in the percentages of highly qualified teachers were not statistically significant (52 vs. 63 percent).

Leavers who left teaching for family reasons were overwhelmingly female (99 percent). On average, these leavers were 34 years old and had 9 years of teaching experience before they left. These leavers were less likely to be highly qualified than teachers who continued to teach in the same school (53 vs. 63 percent) and were more likely to have been teaching out-of-field (16 vs. 11 percent). Although there are various family reasons that may prompt a teacher to leave the profession, research has found that "a substantial amount of teacher attrition is directly related to the birth of new children" (Stinebrickner 2002, p. 208).

Leavers who left for miscellaneous "other" reasons were, on average, 40 years old with 13 years of teaching experience. Due to the small sample size and the large standard errors of this category of leavers, there were no measurable differences in the percentage who were female or in the percentages of highly qualified and out-of-field teachers between these leavers and teachers who continued in the same school. Leavers in this category left teaching for a variety of personal reasons, ranging from "starting their own business" to becoming "a member of a contemplative religious community." However, the most common reason reported by leavers who left for "other" reasons was to take a year-long sabbatical or leave of absence from teaching.

# Mobility in the Teacher Workforce

**Continued**

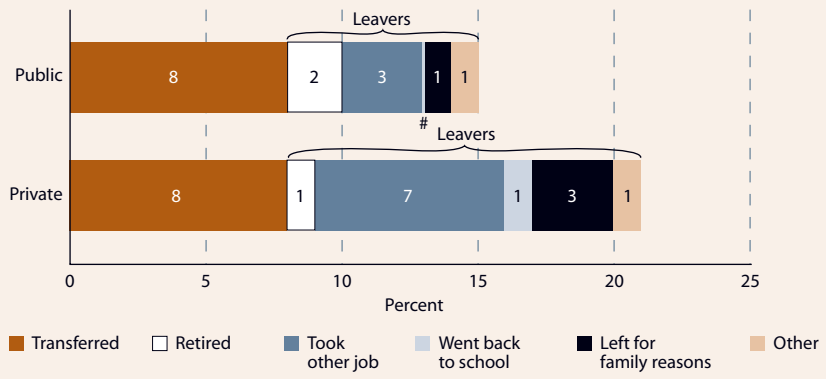
Teachers who transferred, as noted earlier, tended to be younger and less experienced than continuing teachers. In particular, beginning teachers (those with 3 or fewer years of teaching experience) were more likely to transfer than teachers with 10 or more years of experience (data not shown). Transfers were less likely to be highly qualified than teachers who continued to teach in the same school (55 vs. 63 percent) and were more likely to have been teaching out-of-field before they transferred (15 vs. 11 percent).[31]

### How Do Turnover Rates Differ by School Control and Poverty?

Between the 1999–2000 and 2000–01 school years, private schools lost a greater percentage of teachers than public schools (21 vs. 15 percent) (figure 7). This difference is reflected in the fact that a greater percentage of private school teachers than public school teachers left teaching for another job (7 vs. 3 percent), further schooling (0.7 vs. 0.3 percent), and family reasons (3 vs. 1 percent). However, public schools lost a greater percentage of teachers to retirement than private schools (2 vs. 1 percent). The proportion of public and private school teachers who transferred to another school was not discernibly different (both about 8 percent). However, public and private school teachers differed in where they moved: the majority of public school teachers who transferred moved to another public school—either one within their school district (45 percent of the transfers of public school teachers) or to a public school in another district (53 percent) (data not shown). Only 2 percent of public school teachers who transferred moved to private schools, whereas 53 percent of their private school counterparts moved to public schools (data not shown).

The apparent difference between the rate of total teacher turnover in low- and high-poverty public schools (14 vs. 18 percent) was not sta-

**Figure 7. Percentage of 1999–2000 public and private K–12 teachers who did not teach in the same school the following school year, by control of school and the reason teachers left**




#Rounds to zero.

NOTE: Not shown in this figure is the percentage of 1999–2000 public and private school teachers who did teach in the same school the following year. If this percentage were shown, this figure would total 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

# Mobility in the Teacher Workforce

**Continued**

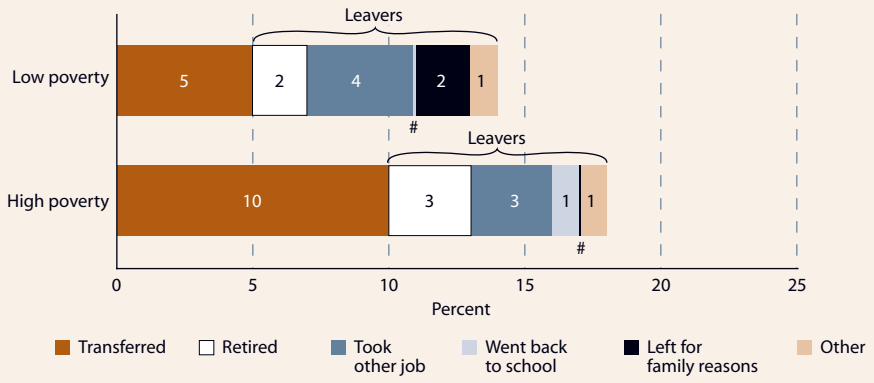
tistically significant due to the small sample size and large standard errors (figure 8). However, the nature of this turnover in these schools differed markedly in one respect: teachers in high-poverty public schools were about twice as likely to move to another school as their counterparts in low-poverty public schools (10 vs. 5 percent).[32] This higher rate of transferring out of high-poverty schools than out of low-poverty schools is consistent with research that has found that teachers in Texas tend to move from high- to lower-poverty schools (Hanushek, Kain, and Rivkin 2004). However, TFS data cannot reveal if this is the case nationally because these data only reveal which schools teachers *left from*, they do not reveal which schools teachers *moved to*.

### How Long Have Teachers Been at the Same School When They Leave?

The Schools and Staffing Survey asked teachers how many years they had taught in the school where they worked in 1999–2000. Examining these data for those teachers who transferred or left teaching at the end of the 1999–2000 school year—the sources of institutional instability for individual schools—provides information on the average length of stay of leavers and transfers at their last school.[33] It also allows one to explore how years of teaching experience, qualifications for main teaching assignment, control of school, and the poverty level of the school are related to differences in their average length of stay at their last school.[34]

On average, teachers who transferred to a new school for the 2000–01 school year had worked consecutively in their last school for 5 years, while those who left teaching at this time had worked consecutively in their last school for 9 years (figure 9). Thus, in general, transfers worked fewer years in their last school than those who left teaching. This generalization, however, does not hold true for

**Figure 8. Percentage of 1999–2000 public K–12 teachers who did not teach in the same school the following school year, by poverty level of school and the reason teachers left**




#Rounds to zero.

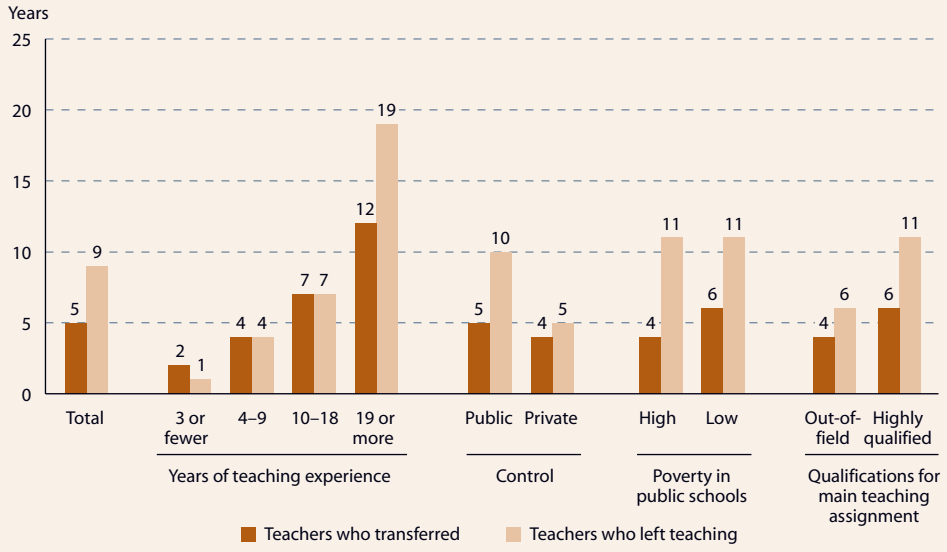
NOTE: Schools were considered "low poverty" if less than 15 percent of students were eligible for free or reduced-price lunch and "high poverty" if 75 percent or more of their students were eligible. Not shown in this figure is the percentage of 1999–2000 public and private school teachers who did teach in the same school the following year. If this percentage were shown, this figure would total 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

# Mobility in the Teacher Workforce

**Continued**

**Figure 9. Average number of years teaching at the same school for teachers who did not teach in the same school in 2000–01 as in 1999–2000, by years of teaching experience, control of the school, poverty of the school, qualifications for main teaching assignment, and turnover status**




NOTE: Schools were considered "low poverty" if less than 15 percent of students were eligible for free or reduced-price lunch and "high poverty" if 75 percent or more of their students were eligible. It is not possible to examine the poverty differences in private schools because a large proportion of private schools do not participate in the free or reduced-price lunch program. "Out-of-field" teachers have neither an undergraduate or graduate major nor certification in the field of their main teaching assignment. "Highly qualified" teachers have both a major and certification in the field of their main teaching assignment.
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 and Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

transfers and leavers with less than 19 years of teaching experience, which means that most of the difference between transfers and leavers in the average length of stay at their last school is due to teachers with 19 or more years of teaching experience.

A comparison of public and private school leavers' average length of stay at their last school reveals that the average number of years that private school leavers spent consecutively in their last school before leaving was about half that of their public school counterparts (5 vs. 10 years).

There is no difference between the average length of stay at their last school for high- and low-poverty public school leavers (11 years for both). This suggests that the poverty level of a school is not a factor in how long public school teachers teach in their last school on average. This average, however, does not mean that the distribution of years in their last school was the same for public school teachers in high- and low-poverty schools. For example, it is possible that a greater percentage of leavers from high-poverty schools than from low-poverty schools had among the fewest years of teaching experience and that a greater percentage also had among the most years of teaching experi-

# Mobility in the Teacher Workforce

**Continued**

ence. This fine-grained difference, however, is not measurable using TFS data because of the large standard errors associated with these percentages.

A comparison of out-of-field leavers with highly qualified leavers reveals that out-of-field leavers had worked consecutively in their last school for fewer years than highly qualified leavers (6 vs. 11 years). The same is true for out-of-field transfers compared with highly qualified transfers (4 vs. 6 years).

### Why Do Teachers Leave?

Although the foregoing analysis has examined where transfers and leavers went after they left their school, one gets a slightly more nuanced picture of turnover if one asks teachers why they left their school. There are numerous reasons for teachers to leave their school in a given year, but teachers reported some reasons more frequently than others. When leavers were asked in the 2000–01 Teacher Follow-up Survey (TFS) to identify which of 17 factors were "very important" in their decision to leave teaching, they most commonly identified retirement (20 percent), followed by family reasons (16 percent), pregnancy/child rearing (14 percent), wanting a better salary and benefits (14 percent), and wanting to pursue a different kind of career (13 percent).[35] Among the factors least often reported as "very important" in their decision to leave were teachers' perceptions that the "school received little support from the community" and that there were too many policy changes at the school (both about 2 percent).

Besides asking teachers what factors influenced their decision to leave, the 2000–01 TFS also asked them how satisfied they were with various features of the school they left. The five most commonly reported sources of dissatisfaction among teachers who transferred to another school were lack of planning time (65 percent), too heavy a workload (60 percent), too low a salary (54 percent), problematic student behavior (53 percent), and a lack of influence over school policy (52 percent).[36] Among leavers, the five most commonly reported sources of dissatisfaction were a lack of planning time (60 percent), too heavy a workload (51 percent), too many students in a classroom (50 percent), too low a salary (48 percent), and problematic student behavior (44 percent) (table 6). Examining the sources of dissatisfaction among out-of-field teachers and highly qualified teachers who left teaching reveals that a greater percentage of out-of-field teachers than highly qualified teachers reported dissatisfaction with salary (62 vs. 42 percent), while a greater percentage of highly qualified teachers than out-of-field teachers reported dissatisfaction with lack of planning time (64 vs. 49 percent).[37]

## Summary

Drawing upon data from the 1999–2000 SASS and 2000–01 TFS, this special analysis has reported the average characteristics of the 1999–2000 teacher workforce, new hires in that year, and 1999–2000 teachers who were no longer teaching in the same school in 2000–01. It has examined how new hires and teacher turnover tend to change the composition of the teacher workforce, as well as how years of experience, school control, and school poverty are related to the movement of teachers into other schools and out of teaching. The main findings of this analysis are as follows:

- At the start of 1999–2000, 17 percent of the teacher workforce were new hires at their school. However, only a relatively small percentage of the workforce—about 4 percent—were brand-new teachers that school year.

- Brand-new teachers—delayed entrants and recent graduates—represented 27 percent

# Mobility in the Teacher Workforce

**Continued**

**Table 6. Percentage of all, out-of-field, and highly qualified public and private K–12 teachers who did not teach in the same school in 2000–01 as in 1999–2000 and who reported being "strongly" or "somewhat" dissatisfied with particular features of the school they left, by turnover status and top reported sources of dissatisfaction**

| Transfers | | Leavers | |
|---|---|---|---|
| **Source of dissatisfaction** | **Percent** | **Source of dissatisfaction** | **Percent** |
| | **All teachers** | | |
| Not enough time for planning/preparation | 65 | Not enough time for planning/preparation | 60 |
| Teaching workload too heavy | 60 | Teaching workload too heavy | 51 |
| Salary | 54 | Classes too large | 50 |
| Student behavior was a problem | 53 | Salary | 48 |
| Not enough influence over school's policies and practices | 52 | Student behavior was a problem | 44 |
| Classes too large | 49 | Not enough influence over school's policies and practices | 42 |
| School facilities in need of significant repair | 48 | Computer resources | 41 |
| Computer resources | 44 | Opportunities for professional advancement | 41 |
| Little support from parents | 41 | School facilities in need of significant repair | 39 |
| Required professional development activities did not match career goals | 40 | Required professional development activities did not match career goals | 39 |
| | **Out-of-field teachers** | | |
| Salary | 60 | Salary | 62 |
| Teaching workload too heavy | 57 | Not enough time for planning/preparation | 49 |
| Not enough time for planning/preparation | 54 | Teaching workload too heavy | 47 |
| Not enough influence over school's policies and practices | 51 | Not enough influence over school's policies and practices | 45 |
| Computer resources | 50 | Opportunities for professional advancement | 45 |
| | **Highly qualified teachers** | | |
| Not enough time for planning/preparation | 66 | Not enough time for planning/preparation | 64 |
| Teaching workload too heavy | 60 | Classes too large | 51 |
| Student behavior was a problem | 54 | Teaching workload too heavy | 50 |
| Classes too large | 52 | Salary | 42 |
| Not enough influence over school's policies and practices | 51 | Student behavior was a problem | 39 |

NOTE: Teachers were asked a series of questions about their satisfaction with 31 different aspects of their job in 1999–2000. Teachers could respond "strongly disagree," "somewhat disagree," "neither agree nor disagree," "somewhat agree," and "strongly agree" to each question. The percentages in this table reflect the proportion of teachers who answered "strongly agree" or "somewhat agree" to questions that reflected dissatisfaction with their job (e.g., "Student behavior was a problem"), and "strongly disagree" or "somewhat disagree" to questions that reflected satisfaction with their job (e.g., "I was satisfied with my salary"). "Out-of-field" teachers have neither an undergraduate or graduate major nor certification in the field of their main teaching assignment. Teachers who have both a major and certification in the field of their main teaching assignment are considered "highly qualified."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

# Mobility in the Teacher Workforce

**Continued**

of new hires. Experienced teachers—transfers and returning teachers—made up the majority (73 percent) of new hires in 1999–2000.

- In general, new hires are more likely to be younger and to teach out-of-field than continuing teachers. The average age of brand-new teachers was 29 in 1999–2000, suggesting that many teachers do not enter the teacher workforce "right out of college."

- The differences between the rates of new hires in public and private schools indicate that private schools are more likely to have brand-new teachers than public schools. No such measurable difference was found between low- and high-poverty public schools.

- At the end of 1999–2000, about 16 percent of the teacher workforce "turned over" or did not continue teaching in the same school during the 2000–01 school year.

- The turnover was larger at the end of 1999–2000 than at the end of 1987–88, 1990–91, or 1993–94 (16 vs. 14, 13, and 14 percent, respectively).

- About half of teacher turnover can be attributed to the transfer of teachers between schools.

- Teachers transfer at higher rates to public schools than to private schools. Public school teachers in high-poverty schools are twice as likely as their counterparts in low-poverty public schools to transfer to another school.

- The percentage of teachers who retired at the end of the 1999–2000 school year was small relative to rates of total turnover: only 2 out of 16 percent.

- The percentage of teachers who left teaching and took a job other than elementary or secondary teaching at the end of 1999–2000 was twice as large as that of teachers who retired (4 vs. 2 percent). Teachers who took a job other than elementary or secondary teaching were disproportionately male compared with continuing teachers.

- The percentage of teachers who left teaching for family reasons, to return to school, or for other reasons at the end of 1999–2000 was less than 2 percent. Virtually all teachers who left for family reasons were female. Teachers who left to return to school had an average of 4 years of teaching experience.

- Not all teachers who leave the teacher workforce do so permanently: about a quarter of newly hired teachers in 1999–2000 (4 out of 17 percent) were returning teachers.

- Private school teachers are more likely to leave teaching than public school teachers.

- Teachers who left at the end of 1999–2000 most commonly identified retirement (20 percent) as a reason for leaving teaching, followed by family reasons (16 percent), pregnancy/child rearing (14 percent), wanting a better salary and benefits (14 percent), and wanting to pursue a different kind of career (13 percent).

- Both teachers who left teaching and teachers who transferred at the end of 1999–2000 reported a lack of planning time, too heavy a workload, too low a salary, and problematic student behavior among their top five sources of dissatisfaction with the school they left.

# Mobility in the Teacher Workforce

**Continued**

## Notes

[1] The 1999–2000 SASS Teacher surveys were administered from September 1999 through June 2000. The SASS School surveys were administered from October 1999 through June 2000. The SASS District surveys were administered from September 1999 through June 2000. These various timeframes include the selection of the teacher sample and the first mailings of the surveys through final telephone and field follow-up of nonrespondents.

[2] The 2000–01 TFS surveys were administered from September 2000 through May 2001. Again, this timeframe includes initial determination of the teacher's status and the first mailings of the surveys through final telephone and field follow-up of nonrespondents.

[3] SASS and TFS data reveal a great deal of information about teacher transitions, and data from one administration can be compared with data collected during other administrations of SASS and TFS to have some sense of whether the characteristics of teachers who join and leave the teacher workforce change over time. However, the data on newly hired teachers are from one year and the data on teachers who leave are from the following year. Thus, they can neither reveal how one year's newly hired teachers compare with the teachers they replaced nor allow one to compare the patterns of turnover change from each of the years studied by SASS and TFS.

[4] Both teachers who taught prekindergarten and teacher aides were excluded from this analysis. The categories "elementary schools" and "secondary schools" included all levels of schools, both graded and ungraded.

[5] The remaining 2 percent of teachers were administrators (principals, assistant principals, etc.), librarians, or other support staff (counselors, social workers, etc.) who taught classes. These percentages do not sum to 100 because of rounding.

[6] The category "public schools" throughout this analysis means all public schools—both traditional and charter public schools.

[7] The elementary grades are K–4, but teachers who taught grades 5–9 were classified as teaching in the "elementary grades" if they identified themselves as elementary or special education teachers. The middle grades are grades 5–8, but teachers who teach a combination of grades K–9 were classified as teaching in the "middle grades" if (1) they have a main assignment field other than elementary education or special education, and (2) they do not teach any grade higher than grade 9. High school teachers either teach only 9th-grade students or teach students in any of the grades 9–12. Prekindergarten teachers were excluded from this special analysis. Ungraded teachers are included in totals but not in distributions by grade level taught.

[8] Throughout this analysis, the phrase "all elementary, middle, and high school teachers" means all K–12 public and private school teachers regardless of whether they taught in a graded or ungraded school; in an elementary, middle, or high school; or in a combined school.

[9] There are various ways to measure out-of-field teaching. In Seastrom et al. (2002), NCES reports four measures. The percentages of out-of-field teachers reported here—based on whether a teacher had neither a major nor certification in the main assignment field—yield the lowest estimates of these four measures because this measure ignores the cases where teachers have some classes that are outside their main assignment areas. Percentages of out-of-field teachers based on all classes taught tend to produce the highest estimates of these four measures because this measure gives equal weight to all teachers with any out-of-field classes, regardless of the number of classes. Measures based on the number of classes taught and based on the number of students taught usually fall in between these two teacher-based measures. For more details, see Seastrom et al. (2002), pp. 21–23.

[10] The percentage of teachers who are teaching out-of-field also varied by school poverty concentrations and by minority enrollment. See U.S. Department of Education 2004, *indicator 24*.

[11] In Luekens, Lyter, and Fox (2004), these categories are referred to, respectively, as *transfers, re-entrants, delayed entrants*, and *new hires*. This special analysis uses different labels to make it easier for nontechnical readers to recognize and remember who is included in each category.

This special analysis uses these standard four broad categories to provide a general overview of transitions in the teacher workforce. However, there can be a great deal of heterogeneity in these categories. For example, *transfers* include teachers transferring between schools within a district, teachers transferring from a school in one district to a school in another district, teachers transferring from private to public schools (or vice versa), as well as some combination of these types of transfers. Similarly, *returning teachers* include teachers who may be returning after a year break from teaching as well as teachers who may be returning after a 20-year hiatus. Thus, readers should keep in mind that the findings of this special analysis only provide a sense of the broad contours of teacher mobility nationally.

[12] The rest were engaged in some uncategorized individual pursuit (37 percent); taught in a preschool (2 percent) or at a college or university (2 percent); were retired (1 percent) or unemployed (1 percent); or were in the military (less than 1 percent). These percentages do not sum to 100 percent because of rounding.

[13] The rest were engaged in some uncategorized individual pursuit (28 percent); took care of family members (4 percent); were unemployed (2 percent); were in the military (1 percent); or were retired (less than 1 percent). These percentages do not sum to 100 percent because of rounding.

[14] The apparent difference between the total estimate (4 percent) and the individual estimates for delayed entrants and recent graduates (2 and 3 percent, respectively) is because of rounding.

[15] Brand-new teachers represented a larger percentage of the teacher workforce in 1999–2000 than in 1987–88 (4 vs. 3 percent). See note 14 for an explanation of the apparent difference between the total estimate for brand-new teachers presented here and the individual estimates for delayed entrants and recent graduates in figure 3.

[16] The number of years of teaching experience that experienced new hires in 1999–2000 brought to their new schools varied: 27 percent had taught between 1 and 3 years, 31 percent had taught 4–9 years, 23 percent had taught 10–18 years, and 19 percent had taught 19 or more years (data not shown).

[17] The apparent difference between the total estimate (12 percent) and the individual estimates for transfers and returning teachers (9 and 4 percent, respectively) is because of rounding.

[18] For information on the limitations of SASS data, see note 3.

[19] It is important to note that new hires are not the only source of change in the demographics and level of training of the teacher workforce: e.g., teachers age and gain more experience naturally over time; teachers who change assignments within a school may cease teaching subjects out of their field of training and start teaching in their field; and professional development and additional academic coursework can augment teachers' knowledge and competence.

# Mobility in the Teacher Workforce

## Continued

[20] Some states and districts have developed provisional and alternative certification programs to provide a way for individuals to teach who (1) have not prepared for teaching as their initial occupation through regular teacher education programs and (2) do not meet regular certification requirements, but do have qualifications that the state or district deems adequate to teach a particular subject. In this analysis, teachers who held provisional/alternative certification, temporary certification, or emergency certification were considered out-of-field unless they majored in the field of their main teaching assignment.

[21] For delayed entrants with no certification or with provisional/alternative certification to be classified in a category other than out-of-field, they would have to have majored in the subject they were hired to teach.

[22] Among returning teachers, 10 percent accepted jobs as itinerant teachers versus 11 percent among transfers, 1 percent among delayed entrants, and 3 percent among recent graduates.

[23] The small sample size for private school teachers and for low- and high-poverty public school teachers precludes further in-depth analysis of these categories of teachers.

[24] These categories for low- and high-poverty schools are the lowest and highest of five categories that *The Condition of Education* uses standardly in analyses in order to permit comparisons across indicators. For this special analysis, all five categories were examined, but the only significant differences were between the highest and lowest categories.

[25] About 24 percent of private schools answered "don't know" when asked whether any students in their school were eligible for free or reduced-price lunch.

[26] Differences by region and community type were analyzed, but few differences were measurable. Moreover, differences that were measurable were less informative than differences by school control and poverty. See supplemental table SA-1 in appendix 1 for further details.

[27] Differences between the aggregate percentages in the text and the percentages for the constitutive categories in figure 5 are due to rounding.

[28] This category includes some teachers who became principals or took nonteaching jobs in elementary or secondary schools or in a school district.

[29] Most state teacher retirement plans specify minimum age and service requirements before a teacher is eligible to receive a full retirement pension. Twenty-six states allow public school teachers to retire with a full pension at any age if they have a minimum number of years of credited service; the most common minimum is 30 years of such service. Some states allow a teacher to retire with full benefits if the sum of his or her age and years of service equals or exceeds a specified number, such as 80 (Lohman 2002).

[30] One percent of retirees were ages 40–49.

[31] It is not possible to determine what percentage of transfers became "in-field" teachers in their new position after transferring because TFS does not ask respondents about their main teaching assignment as is done in SASS.

[32] Teachers who left low-poverty schools also were more likely to do so for family reasons than teachers who left high-poverty schools (1.7 vs. 0.4 percent). But none of the other apparent differences between low- and high-poverty public school leavers were statistically significant due to the small sample size and large standard errors.

[33] "The average length of stay of leavers and transfers at their last school" in this analysis means the number of years that a teacher taught consecutively at the same school when measured upon their departure from that school.

[34] Because these data are not from a longitudinal sample, they cannot provide statistics on the career histories of all teachers (e.g., how many schools the average teacher works at during his or her lifetime or the average length of time he or she stays at each school before transferring or leaving teaching). In addition, if there were external factors influencing teachers' decisions to transfer or leave at the end of 1999–2000 that were different from those in other years, the average lengths of stay in their last school could be depressed or inflated compared with other years.

[35] Teachers in the 1999–2000 SASS sample who were no longer teaching in 2000–01 were asked a series of questions about which factors influenced their decision to leave the teaching profession. Teachers could respond "extremely important," "very important," "somewhat important," "slightly important," and "not at all important" to each question.

[36] Leavers reported that they were "strongly" or "somewhat" dissatisfied with these factors at their school.

[37] Unfortunately, it is not possible to compare these rates of dissatisfaction with those of teachers who continued teaching in the same school because continuing teachers were not asked these questions in the TFS.

# Mobility in the Teacher Workforce

**Continued**

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# Section 1

# *Participation in Education*

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# Section 1: Website Contents

This List of Indicators includes all the indicators in Section 1 that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000–2005 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.


| | *Indicator–Year* |
|---|---|
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| *Preprimary Education* | |
| Enrollment in Early Childhood Education Programs | 1–2002 |
| Prekindergarten in U.S. Public Schools | 2–2004 |
| *Elementary/Secondary Education* | |
| Trends in Full- and Half-Day Kindergarten | 3–2004 |
| Past and Projected Elementary and Secondary Public School Enrollments | 1–2005 |
| Trends in Private School Enrollments | 2–2005 |
| Homeschooled Students | 3–2005 |
| Racial/Ethnic Distribution of Public School Students | 4–2005 |
| Concentration of Enrollment by Race/Ethnicity and Poverty | 5–2004 |
| Family Characteristics of 5- to 17-Year-Olds | 2–2003 |
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# Introduction: Participation in Education

The indicators in this section of *The Condition of Education* report trends in enrollments across all levels of education. There are 15 indicators in this section: 7, prepared for this year's volume, appear on the following pages, and all 15, including indicators from previous years, appear on the Web (see Website Contents on the facing page for a full list of the indicators). Enrollment is a key indicator of the scope of and access to educational opportunities and a basic descriptor of American education. Changes in enrollment have implications for the demand for educational resources, such as qualified teachers, physical facilities, and funding levels required to provide a high-quality education for our nation's students.

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

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

Participation in center-based early childhood care and education programs, such as Head Start, nursery school, and prekindergarten, helps to prepare children for elementary school or serves as child care for working parents. Two indicators available on the Web show enrollments in the prekindergarten programs of public schools and trends in the rate of enrollment among 3- to 5-year-olds in center-based programs.

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

Some of the indicators in the subsections provide information about the background characteristics of the students who are enrolled and, in some cases, how these students are distributed across schools. For example, an indicator that appears in this volume shows the number and characteristics of homeschooled students, and another shows the racial and ethnic distribution of elementary and secondary public school students.

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

# Elementary/Secondary Education

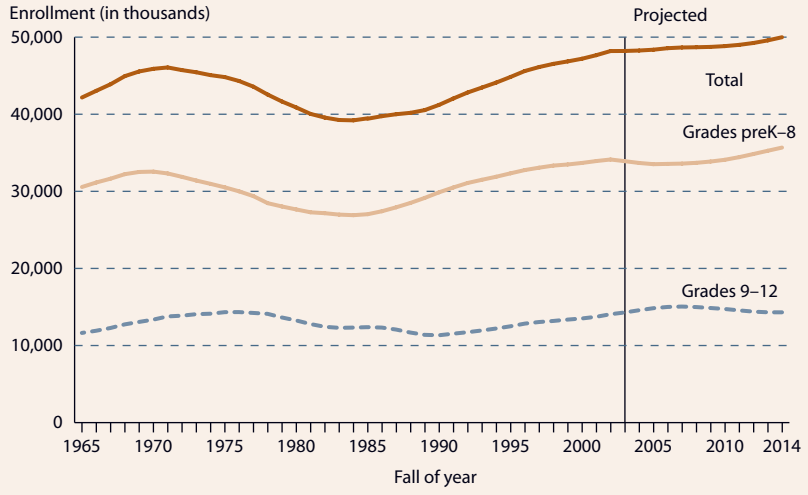
## Past and Projected Elementary and Secondary Public School Enrollments

*Public elementary and secondary enrollment is projected to increase to 50 million in 2014. The West is projected to experience the largest increase in enrollments.*

Rising immigration—the immigrant population nearly tripled from 1970 to 2000 (Schmidley 2001)—and the baby boom echo—the 25 percent increase in the number of annual births that began in the mid-1970s and peaked in 1990 (Hamilton, Sutton, and Ventura 2003)—are boosting school enrollment. After declining during the 1970s and early 1980s, enrollment in public schools for prekindergarten (preK) through grade 12 increased in the latter part of the 1980s, throughout the 1990s, and through the first half of the 2000s, reaching an estimated 48.3 million in 2004 (see supplemental table 1-1). Total enrollments are projected to increase each year from 2005 through 2014 to an all-time high of 50.0 million. The trends in enrollment in grades preK–8 and 9–12 have differed over time as students move through the system. For example, enrollment in grades preK–8 decreased throughout the 1970s and early 1980s, while enrollment in grades 9–12 decreased in the late 1970s and throughout the 1980s. Public school enrollment in grades preK–8 is projected to decrease to 33.5 million in 2005 and then to begin increasing, reaching 35.7 million in 2014. Enrollment in grades 9–12 is projected to increase through 2007 to a high of 15.1 million before decreasing to 14.3 million in 2014.

Examining enrollment trends by region reveals that since 1965 the South has had a larger share of public enrollment than other regions in the United States. During that period, the regional distribution of students in public schools changed, with the West and South both increasing their percentage share of total enrollment. In 1965, the South comprised 33 percent of public elementary and secondary school enrollments, followed by the Midwest (28 percent), the Northeast (21 percent), and the West (18 percent). By 2004, the South's and West's shares of enrollment were projected to increase to 36 and 24 percent, respectively, followed by the Midwest (22 percent) and the Northeast (17 percent). Between 2005 and 2014, the West is projected to continue increasing its share of total public enrollment. Over this period, public enrollment in grades preK–12 is expected to decrease in the Northeast and Midwest and to increase in the South and West.

**SCHOOL ENROLLMENT: Public elementary and secondary enrollment in prekindergarten through grade 12, by grade level, with projections: Fall 1965–2014**




NOTE: Includes kindergarten and most prekindergarten enrollment.

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, National Center for Education Statistics, 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.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Table 1-1

Schmidley (2001)

Hamilton, Sutton, and Ventura (2003)

# Elementary/Secondary Education

## Trends in Private School Enrollments

*The number of private school students enrolled in kindergarten through grade 12 increased from 1989–90 to 2001–02, though enrollments decreased slightly as a percentage of total elementary and secondary enrollments.*

Between 1989–90 and 2001–02 private school enrollment in kindergarten through grade 12 increased from 4.8 million to 5.3 million students (see supplemental table 2-1). Catholic schools have the largest enrollment of private school students, but the distribution of students across types of private schools changed over this 12-year period. For example, the percentage of private school students who attended Catholic schools decreased from 55 to 47 percent, with parochial schools (i.e., run by a parish, not by a diocese or independently) experiencing the largest decrease. On the other hand, during this period, the percentage of students enrolled in other religious private schools increased from 32 to 36 percent, with conservative Christian schools experiencing the largest increase. Also, there was an increase in the percentage of students enrolled in nonsectarian private schools, from 13 to 17 percent. This change in distribution from Catholic to other religious and nonsectarian private schools occurred at both the elementary and secondary levels.

Overall, and in the South and West, the number of students enrolled in private schools increased between 1989–90 and 2001–02 (see supplemental table 2-2). In the Northeast and Midwest, there was no measurable change in private school enrollment. As a percentage of all students in elementary and secondary education, however, overall private school enrollment decreased from 11 to 10 percent. The South was the only region where the private school share of total student enrollment in elementary and secondary schools increased.

Examining the characteristics of private schools and their students provides a portrait of private education in the United States. In 2001–02, students enrolled in private schools were more likely than their public school counterparts to be White (76 vs. 61 percent) and less likely to be Black (10 vs. 17 percent) or Hispanic (9 vs. 17 percent) students (see supplemental table 2-3 and *indicator 4*). Private school students enrolled in Catholic or nonsectarian schools were more likely to be a member of a minority than students enrolled in other religious schools.

**PRIVATE SCHOOL ENROLLMENT: Percentage distribution of private school students in kindergarten through grade 12, by type of school: 1989–90 and 2001–02**

[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.

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

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.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 2-1, 2-2, and 2-3

# Elementary/Secondary Education

## Homeschooled Students

*In the spring of 2003, about 1.1 million, or 2.2 percent of all students, were homeschooled in the United States, an increase from 1999.*

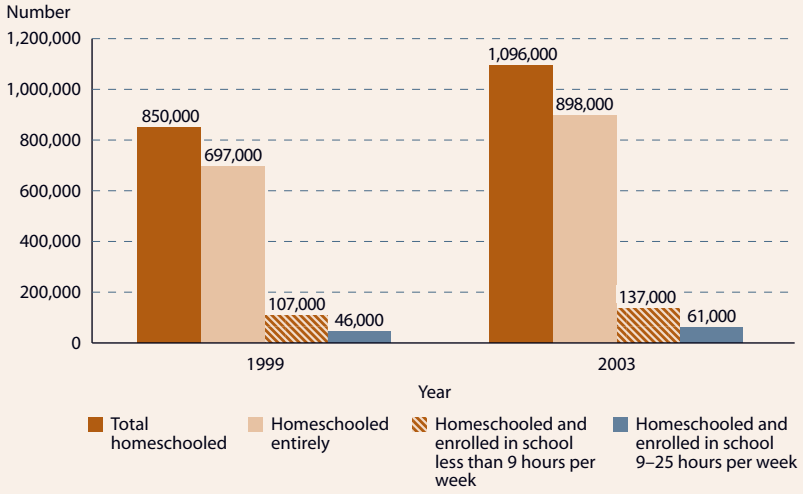
This indicator examines the number and characteristics of homeschooled students in the United States in 2003. Homeschooled students are school-age children (ages 5–17) in a grade equivalent to at least kindergarten and not higher than 12th grade who receive at least part of their instruction under their parents' guidance at home and whose attendance at public or private school does not exceed 25 hours per week.

In 2003, the number of homeschooled students was 1.1 million, an increase from 850,000 in 1999 (see supplemental table 3-1). The percentage of the school-age population who were homeschooled increased from 1.7 percent in 1999 to 2.2 percent in 2003. The majority of homeschooled students received all of their education at home (82 percent), but some attended school up to 25 hours per week. Twelve percent of homeschooled students were enrolled in school less than 9 hours per week, and 6 percent were enrolled between 9 and 25 hours.

Homeschooled children tended to be White and from two-parent households in 2003. White children were more likely to be homeschooled than Black or Hispanic children or children from other race/ethnicities, and they constituted the majority of homeschooled students (77 percent). Eighty-one percent of homeschooled students were in two-parent households and 54 percent were in two-parent households with one parent in the labor force. The latter group of students had a higher homeschooling rate than their peers from families with different family employment characteristics. In 2003, there were no measurable differences in rates of homeschooling among students when considering their household income or the level of their parents' education.

Parents give many different reasons for homeschooling their children. In 2003, the reasons most frequently reported by parents as being "applicable" were concerns about the school environment (e.g., safety, drugs, or negative peer pressure) (85 percent of parents); a desire to provide religious or moral instruction (72 percent); and dissatisfaction with academic instruction (68 percent) (see supplemental table 3-2). As their "most important" reason, parents most often cited concerns about the school environment and a desire to provide religious or moral instruction.

**HOMESCHOOLED STUDENTS: Number and distribution of school-age children who were homeschooled, by amount of time spent in schools: 1999 and 2003**




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.

SOURCE: Princiotta, D., Bielick, S., Van Brunt, A., and Chapman, C. (forthcoming). *Homeschooling in the United States: 2003* (NCES 2005–101), table 1. 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.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 3-1, 3-2

NCES 2004–115

# Elementary/Secondary Education

## Racial/Ethnic Distribution of Public School Students

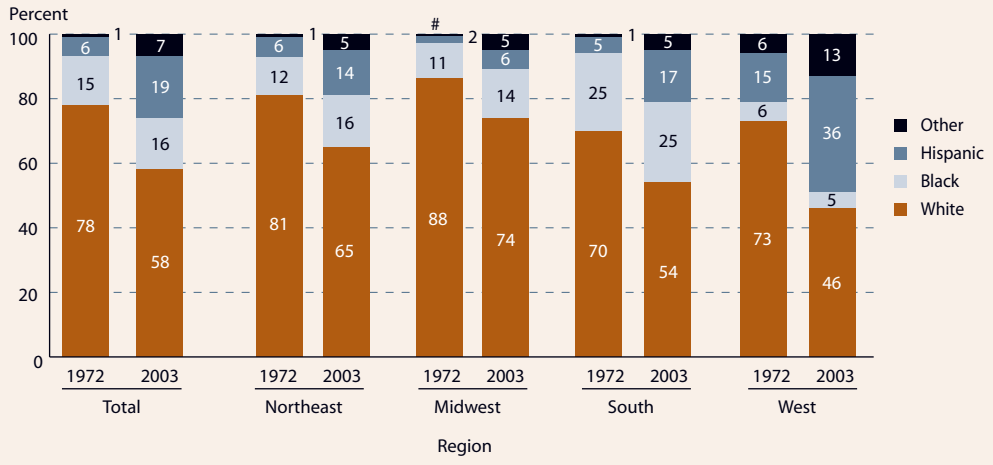
*The percentage of racial/ethnic minority students enrolled in the nation's public schools increased from 1972 to 2003, primarily due to growth in Hispanic enrollments.*

The changing racial and ethnic composition of enrollment in U.S. public schools is one aspect of change in the composition of school enrollment. This indicator looks at the changes in the racial and ethnic distribution of public school students in kindergarten through 12th grade between 1972 and 2003.

Forty-two percent of public school students were considered to be part of a racial or ethnic minority group in 2003, an increase from 22 percent in 1972 (see supplemental table 4-1). In comparison, the percentage of public school students who were White decreased from 78 to 58 percent. The minority increase was largely due to the growth in the proportion of students who were Hispanic. In 2003, Hispanic students represented 19 percent of public school enrollment, up from 6 percent in 1972. The proportion of public school students who were Black or who were members of other minority groups increased less over this period than the proportion of students who were Hispanic: Black students made up 16 percent of public school enrollment in 2003, compared with 15 percent in 1972. Other minority groups made up 7 percent in 2003, compared with 1 percent in 1972. Hispanic enrollment surpassed Black enrollment for the first time in 2002.

The distribution of minority students in public schools differed across regions of the country, although minority enrollment grew in all regions between 1972 and 2003 (see supplemental table 4-2). In 2003, the West became the only region where minority public school enrollment (54 percent) exceeded White enrollment (46 percent). Throughout this period, the South and West had larger minority enrollments than the Northeast and Midwest, and the Midwest had the smallest minority enrollment of any region. The South, Northeast, and Midwest had larger shares of Black than Hispanic enrollments in 2003, while in the West, Hispanic enrollment was larger than Black enrollment.

**MINORITY ENROLLMENT: Percentage distribution of public school students in kindergarten through 12th grade, by region and race/ethnicity: Fall 1972 and 2003**




# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Includes all public school students enrolled in kindergarten through 12th grade. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. 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. For more information on race/ethnicity and the states in each region, see *supplemental note 1*.

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

FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Tables 4-1, 4-2
NCES 2002–025, *indicator 3*

# Elementary/Secondary Education

## Language Minority School-Age Children

*The number of children ages 5–17 who spoke a language other than English at home more than doubled between 1979 and 2003.*

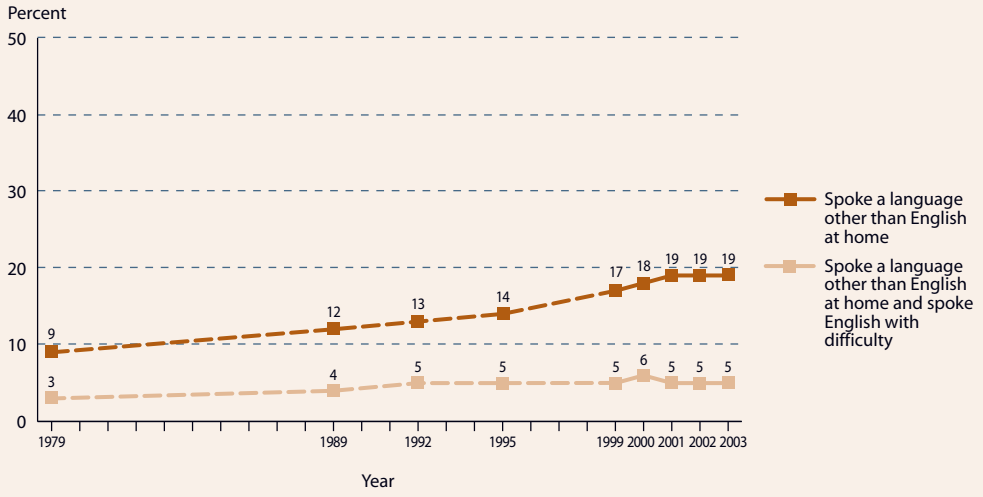
Between 1979 and 2003, the number of school-age children (ages 5–17) who spoke a language other than English at home grew from 3.8 million to 9.9 million, or from 9 percent to 19 percent of all children in the age group (see supplemental table 5-1). The number of those children who spoke English with difficulty (i.e., spoke English less than "very well") also grew, from 1.3 million (or 3 percent of all 5- to 17-year-olds) in 1979 to 2.9 million (or 5 percent) in 2003.

From 1979 to 2003, the population of school-age children increased by 19 percent. In contrast, during this period, the number of such children who spoke a language other than English at home increased by 161 percent, and the number who spoke a language other than English at home and who spoke English with difficulty increased by 124 percent.

Of those school-age children who spoke a language other than English at home, 29 percent spoke English with difficulty in 2003, a decline from 34 percent in 1979. Spanish was the language most frequently spoken at home by those in homes where English was not the primary language among both those who spoke English very well and who spoke English with difficulty (see supplemental table 5-2).

The percentages of school-age children living in an English-speaking household varied by region, citizenship, and race/ethnicity in 2003. In the West, children who spoke a language other than English at home made up 31 percent of all school-age children, compared with 19 percent in the Northeast, 16 percent in the Midwest, and 10 percent in the South. School-age children who were not U.S. citizens were more likely than U.S.-born and naturalized citizens to speak a language other than English at home, and naturalized citizens were more likely than U.S.-born children to do so. Five percent of both Black and White school-age children spoke a language other than English at home, compared with 19 percent of American Indian, 65 percent of Asian/Pacific Islander, and 68 percent of Hispanic children. In addition, 1 percent of White and Black school-age children spoke a language other than English at home and had difficulty speaking English, compared with 18 percent of Asian/Pacific Islander and 21 percent of Hispanic children.

**LANGUAGE MINORITY: Percentage of 5- to 17-year-olds who spoke a language other than English at home and who spoke English with difficulty: Various years, 1979–2003**




NOTE: 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. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. Spanish-language versions of both the CPS and the American Community Survey (ACS) were available to respondents. 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).

FOR MORE INFORMATION:

Supplemental Notes 1, 2, 3

Supplemental Tables 5-1, 5-2

NCES 2004–009
Federal Interagency Forum on Child and Family Statistics
forthcoming

# Elementary/Secondary Education

## Children With Selected Disabilities in Public Schools

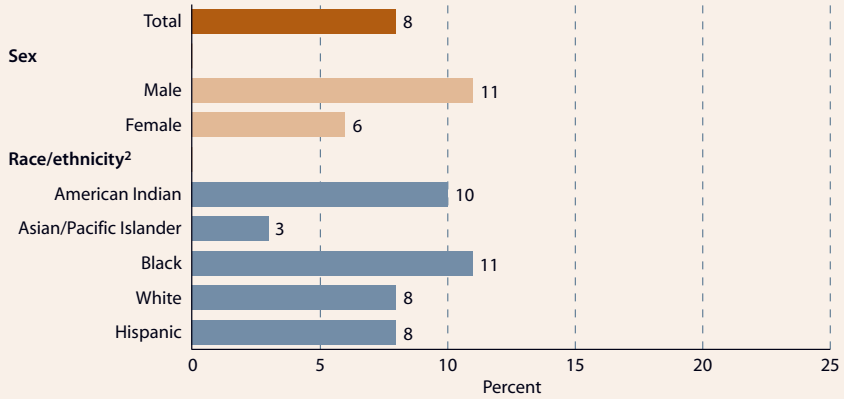
*In 2000, some 3.9 million children, or 8 percent of those enrolled in public elementary and secondary schools, were classified as having mental retardation, emotional disturbance, or a specific learning disability.*

The Individuals with Disabilities Education Act (IDEA), originally enacted in 1975, mandates that children with disabilities in the United States be provided with a free and appropriate public school education. This indicator examines the number and characteristics of children classified as having mental retardation, emotional disturbance, or a specific learning disability and served under IDEA.[1] In 2000, some 3.9 million children in kindergarten through grade 12 in public elementary and secondary schools were classified as having one of these disabilities, accounting for 8 percent of the total public elementary and secondary population (see supplemental table 6-1). The majority of these students were classified as having a specific learning disability (2.8 million), followed by mental retardation (647,000) and an emotional disturbance (438,000).

Males were nearly twice as likely as females to be classified as having one of these disabilities (11 percent of males vs. 6 percent of females). Males represented 67 percent of all children classified as having one of these three categories of disability in 2000, and they made up a larger percentage than females classified as having an emotional disturbance (78 percent), a specific learning disability (67 percent), or mental retardation (58 percent).

Students' likelihood of being classified as having these disabilities varied by their race/ethnicity. While Black children represented 17 percent of public school students in 2000 (*indicator 4*), they made up 22 percent of all children classified as having one of these three categories of disability. Black and American Indian children were both overrepresented in this disabled population: 11 percent of all Black children and 10 percent of all American Indian children enrolled in public schools were classified as having one of these three categories of disability. In comparison, 8 percent each of all White and all Hispanic children and 3 percent of all Asian/Pacific Islander children enrolled in public schools were so classified. Black public school students were also disproportionately represented in each of the three disability categories: they made up 33 percent of mentally retarded children, 27 percent of children with an emotional disturbance, and 18 percent of children with a specific learning disability.

**CHILDREN WITH DISABILITIES: Percentage of children in public elementary and secondary 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**




[1] Specific learning disabilities made up 50 percent of all special education students served under IDEA, followed by speech or language impairments (19 percent), mental retardation (11 percent), and emotional disturbance (8 percent) (U.S. Department of Education 2002, table II-5, p. II-24). An additional nine categories encompass the remaining 12 percent of students. Speech or language impairments and other categories are not included in this analysis because the data were not collected in the Office for Civil Rights, 2000 Elementary and Secondary School Survey. See *supplemental note 7* for definitions of disability categories.

[2] 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. American Indian and Asian/Pacific Islander categories do not exclude Hispanic origin.

NOTE: Total is the sum of children classified with mental retardation, emotional disturbances, and specific learning disabilities. Public schools reported on the number of children in each of the three categories of disability receiving services under 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. See *supplemental note 7* for more information about student disabilities. Does not include prekindergarten or preschool children. For information on the Elementary and Secondary 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/.

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 7

Supplemental Table 6-1

U.S. Department of Education 2002

# Undergraduate Education

## Past and Projected Undergraduate Enrollments

*In the next 10 years, women's enrollment is expected to increase at a faster rate than men's, and full-time undergraduate enrollment is projected to increase at a faster rate than part-time enrollment.*

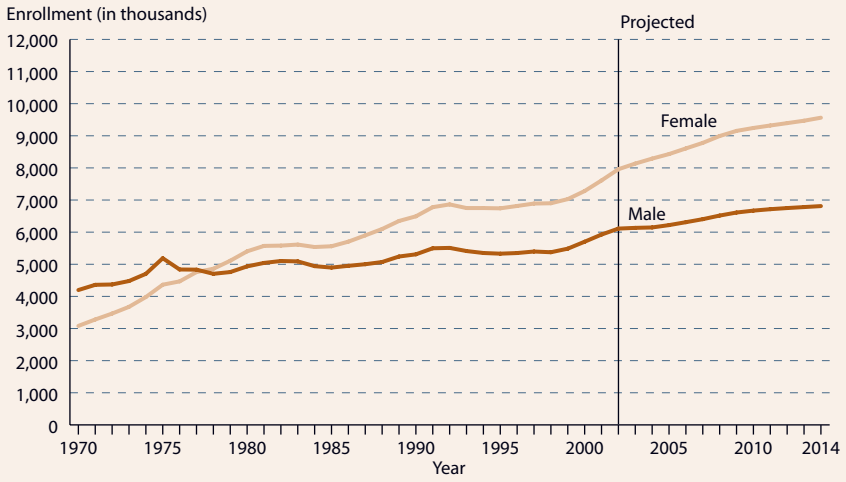
Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased over the past three decades. Enrollments are projected to continue increasing throughout the next 10 years, albeit at a slower rate than in the past 10 years. These increases have been accompanied by changes in the proportions of students who are full time, who attend 4-year rather than 2-year institutions, and who are women (see supplemental table 7-1). The number of students enrolled part time and full time, the number of students at 2- and 4-year institutions, and the number of male and female undergraduates are all projected to reach a new high each year from 2005 to 2014.

Since 1978, the number of undergraduate women in degree-granting 2- and 4-year institutions has exceeded the number of undergraduate men. Since 1970, women's undergraduate enrollment has increased more than twice as much as men's. In the next 10 years, both men's and women's undergraduate enrollments are projected to increase, but less than in the past 10 years. Women's undergraduate enrollment, however, is projected to continue growing faster than men's enrollment.

Undergraduate students are more likely to be enrolled full time than part time, a pattern that is expected to continue in the future. In the 1970s, part-time undergraduate enrollment increased more than twice as much as full-time undergraduate enrollment. During the 1980s, growth slowed for both groups, while in the past 10 years full-time enrollment has grown three times as fast as part-time enrollment. In the next 10 years, full-time undergraduate enrollment is expected to continue growing more rapidly than part-time enrollment.

Over the past 33 years, undergraduate enrollment has been greater in 4-year institutions than in 2-year institutions. After strong growth in the 1970s, the growth of enrollment in 2-year institutions slowed in the 1980s and 1990s before increasing in the past 5 years. Aside from a slowdown in the early 1990s, enrollment has grown fairly steadily at 4-year institutions since 1970. Over the next 10 years, the growth in enrollment at 4-year institutions is expected to be greater than at 2-year institutions.

**UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, with projections: Fall 1970–2014**




NOTE: Projections are based upon the middle alternative assumptions concerning the economy. For more information, see NCES 2005–065. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2001–083, appendix E.

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).

FOR MORE INFORMATION:

Supplemental Notes 3, 8

Supplemental Table 7-1

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# Section 2

# *Learner Outcomes*

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This List of Indicators includes all the indicators in Section 2 that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000–2005 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

# Introduction: Learner Outcomes

The indicators in this section of *The Condition of Education* examine student achievement and other outcomes of education among students in elementary and secondary education, and among adults in the larger society when data are available. There are 19 indicators in this section: 10, prepared for this year's volume, appear on the following pages, and all 19, including indicators from previous years, appear on the Web (see Website Contents on the facing page for a full list of the indicators). The indicators on student achievement show how students are performing on assessments in reading, writing, mathematics, and other academic subject areas, and the progress being made in improving their performance and closing their achievement gaps. The indicators in this section are organized into five subsections.

The indicators in the first subsection trace the gains in achievement and specific reading and mathematics skills of children through the early years of elementary education. Children enter school with varying levels of knowledge and skill. Measures of these early childhood competencies represent important indicators of students' future prospects both inside and outside of the classroom.

The indicators in the second subsection report trends in student performance by age or grade in the later years of elementary education through high school. As students proceed through school, it is important to know the extent to which they are acquiring necessary skills and becoming proficient in challenging subject matter. Academic outcomes are basically measured in three ways, as the change in students' average performance over time, as the change in the percentage of students achieving predetermined levels of achievement, and through international comparisons of national averages.

Together, measures in the first two subsections, across indicators, help create a composite picture of academic achievement in U.S. schools. For example, one indicator that appears on the Web shows the overall reading and mathematics achievement of U.S. students from kindergarten through 3rd grade, while another in this volume shows the development of specific skills and proficiency in reading and mathematics from kindergarten through 3rd grade.

In addition to academic achievement, there are adult literacy measures in the third subsection and culturally and socially desirable outcomes of education in the fourth subsection. These outcomes contribute to an educated, capable, and engaged citizenry, which can be gauged by civic knowledge, community volunteerism, and voting participation. Other measures are patterns of communication and media use, adult literary reading habits, and the health status of individuals.

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

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

# Early Childhood Outcomes

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

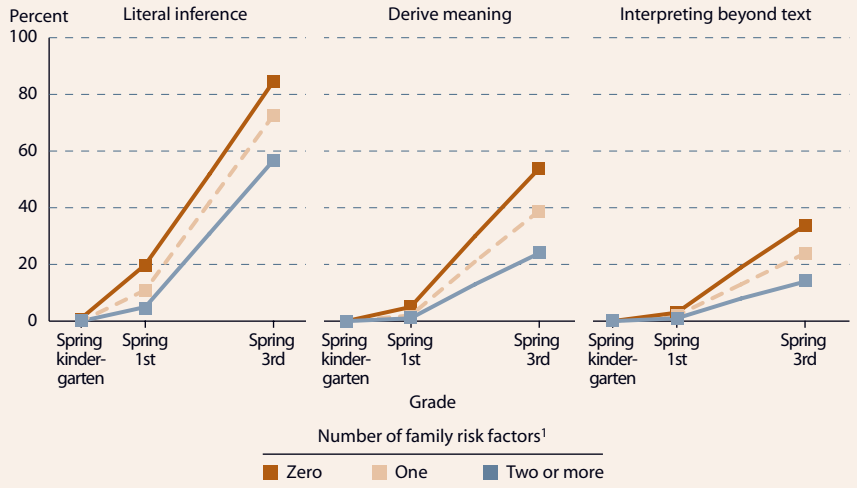
*Smaller percentages of children from homes with more risk factors, such as poverty and a primary home language other than English, mastered specific reading and mathematics skills by grade 3, compared with children with fewer or no risk factors.*

Basic proficiency in reading and mathematics is a foundation for later success in schooling, but not all children master the fundamental skills needed for proficiency at the same rate in their early years. This indicator looks at the different rates at which children who started kindergarten in fall 1998 mastered fundamental reading and mathematics skills.

By spring of grade 3, almost all of these children (95 percent or more) could identify ending sounds, common sight words, and words in context in reading, and recognize ordinality and sequence and add and subtract in mathematics (see supplemental tables 8-1 and 8-2). By 3rd grade, many of these students has also acquired more complex skills, such as making literal inferences based upon cues stated in text, identifying clues to derive meaning in text, and making interpretations beyond text in reading, and multiplying and dividing, understanding place value in integers to the hundreds place, and using rate and measurement to solve word problems in mathematics. For example, overall, 4 percent of these children were proficient at deriving meaning from text in spring of 1st grade compared with 46 percent by spring of 3rd grade.

The percentage of these children who had mastered these more complex skills by spring of grade 3, however, tended to vary according to the number of family risk factors in kindergarten, defined as living in poverty, non-English primary home language, mother's education less than a high school diploma/GED, and single-parent household. In general, children whose families had more risk factors were less likely to have mastered more complex reading and mathematics skills by spring of 3rd grade than children from families with fewer risk factors. For example, in reading, the percentage of children with no family risk factors who were proficient at deriving meaning from text increased from zero to 54 percent from spring kindergarten to grade 3, compared with an increase from zero to 24 percent for children with two or more risk factors. In mathematics, the percentage of children with no family risk factors who were proficient at understanding place value increased from zero to 50 percent from spring kindergarten to grade 3, compared with an increase from zero to 21 percent for children with two or more risk factors.

**EARLY READING PROFICIENCY: Acquisition of reading skills from spring kindergarten to spring 3rd grade among children who began kindergarten in fall 1998, by number of family risk factors: 1998–2002**




[1] 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). Data were not collected 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.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 8-1, 8-2

# Academic Outcomes

## Reading Performance of Students in Grades 4 and 8

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

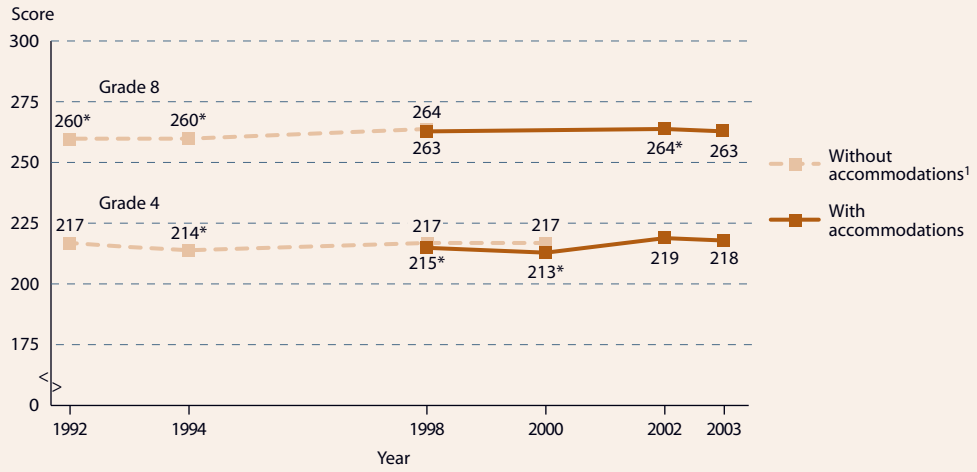
The National Assessment of Educational Progress (NAEP) has assessed performance in reading in grades 4 and 8 in public and private schools since 1992, using the assessment reported here. The average reading score, which represents what students know and can do, of 4th-graders in 2003 was not significantly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

Achievement levels, which identify what students should know and be able to do at each grade, provide another measure of student performance. The percentages of 4th- and 8th-graders who read at or above *Proficient* increased between 1992 and 2003 (see supplemental table 9-1). The percentage of 8th-graders at or above *Basic* was higher in 2003 than in 1992. Changes in percentile scores show improvements or declines for higher- to lower-performing students. In 4th grade, scores at the 75th percentile were higher in 2003 than in 1992. There were increases in the scores in grade 8 at the 10th, 25th, 50th and 75th percentiles.

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

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

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




* 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.

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. In years with assessments for accommodations permitted and not permitted, NAEP focuses on comparisons using the accommodations-permitted results. 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/search.asp). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), selected years, 1992–2003 Reading Assessments.

FOR MORE INFORMATION:

Supplemental Notes 1, 4

Supplemental Tables 9-1, 9-2, 9-3

# Academic Outcomes

## Mathematics Performance of Students in Grades 4 and 8

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

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

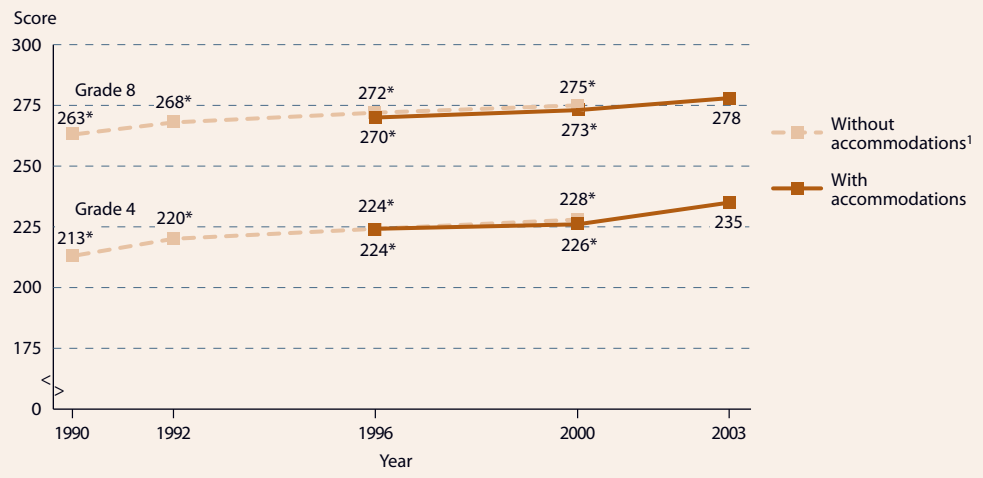
Achievement levels, which identify what students should know and be able to do at each grade, provide another measure of student performance. The percentages of 4th- and 8th-graders at or above *Basic* and *Proficient* and at *Advanced* in mathematics were higher in 2003 than in 1990 (see supplemental table 10-1).

Changes in percentile scores show improvements for higher- to lower-performing students. In both grades 4 and 8, students' scores at the 10th, 25th, 50th, 75th, and 90th percentiles were higher in 2003 than in any previous assessment, except for the 75th and 90th percentiles at grade 8 in 2000 when accommodations were not permitted.

Certain subgroups outperformed others in mathematics in 2003. Males, on average, scored higher than females in grades 4 and 8 (see supplemental table 10-2). In both grades, White and Asian/Pacific Islander students achieved higher scores than Black, Hispanic, and American Indian students. Hispanic and American Indian students outperformed Black students. In grade 8, student coursetaking and parents' education were positively associated with student achievement. The level of poverty in the school, as measured by the percentage of students eligible for free or reduced-price lunch, was negatively associated with student achievement in both grades in 2003.

NAEP also provides a state comparison of public schools in grades 4 and 8. In grade 4, all 42 states and jurisdictions that participated in 1992 and 2003 experienced an increase between the 2 years, and the average score of public school students nationally increased 15 points (see supplemental table 10-3). In grade 8, the average score for all 38 participating states and jurisdictions increased from 1990 to 2003, and the average score of public school students nationally increased 14 points.

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




* 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.

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). For more information on differences between NAEP and the Trends in International Mathematics and Science Study (TIMSS) used in *indicators 11* and *12* and the Program for International Student Assessment (PISA) used in *indicator 13*, see http://nces.ed.gov/timss/pdf/naep_timss_pisa_comp.pdf.

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/search.asp). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), selected years 1990–2003 Mathematics Assessments.

FOR MORE INFORMATION:

Supplemental Notes 1, 4

Supplemental Tables 10-1, 10-2, 10-3

# Academic Outcomes

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

*U.S. 4th-graders showed no measurable change in mathematics from 1995 to 2003, while 8th-graders showed improvement over this period.*

The Trends in International Mathematics and Science Study (TIMSS) conducted in 2003 assessed students' mathematics performance at grade 4 in 25 countries and at grade 8 in 45 countries. The assessment is curriculum based and measures what students have actually learned against what is expected to be typically taught in the participating countries by the end of grades 4 and 8.

U.S. students at grades 4 and 8 scored above the international average in 2003 (see supplemental table 11-1). U.S. 4th-graders scored higher, on average, than students in 13 countries, while students in 11 countries outperformed U.S. students. At grade 8, the average U.S. mathematics score was higher than those of students in 25 countries, but below the average scores of students in 9 countries.

While the international average scores of males and females were similar at grades 4 and 8 in 2003, there were measurable differences in a few countries. At grade 4, males outperformed females in the United States and two other countries, while females outperformed males only in Armenia. At grade 8, no measurable difference was detected between the U.S. average scores of males and females; males outperformed females in five countries and females outperformed males in four countries.

TIMSS previously assessed students in mathematics at grade 4 in 1995 and at grade 8 in 1995 and 1999. Comparing 2003 scores with these scores provides additional perspective on U.S. students' performance. For example, although there was no measurable difference between U.S. 4th-graders' average scores in 1995 and 2003, the United States' standing declined relative to the 14 other countries participating in both assessments. In 1995, students in four of these countries outperformed U.S. students on average, compared with students in seven countries outperforming U.S. students in 2003 (see supplemental table 11-2).

At grade 8, average U.S. mathematics scores increased from 1995 to 2003. No difference was detected in average scores between 1999 and 2003, indicating that the increase occurred primarily between 1995 and 1999. The standing of U.S. 8th-graders between 1995 and 2003 increased relative to the 22 other countries participating in both assessments: in 1995, students in 12 countries outperformed U.S. students, while students in 7 countries outperformed U.S. students in 2003.

**INTERNATIONAL MATHEMATICS PERFORMANCE: Average mathematics scores of 8th-grade students, by country: 2003**

| Average score relative to the United States | Country and score | | | | | |
|---|---|---|---|---|---|---|
| Significantly higher | Singapore | 605 | Chinese Taipei | 585 | Netherlands[2] | 536 |
| | Korea, Republic of | 589 | Japan | 570 | Estonia | 531 |
| | Hong Kong SAR[1,2] | 586 | Belgium-Flemish | 537 | Hungary | 529 |
| Not significantly different | Malaysia | 508 | Australia | 505 | Scotland[2] | 498 |
| | Latvia | 508 | **United States[3]** | **504** | Israel[3] | 496 |
| | Russian Federation | 508 | Lithuania[4] | 502 | New Zealand | 494 |
| | Slovak Republic | 508 | Sweden | 499 | | |
| Significantly lower | Slovenia | 493 | Cyprus | 459 | Palestinian National Authority | 390 |
| | Italy | 484 | Macedonia, Republic of[3] | 435 | Chile | 387 |
| | Armenia | 478 | Lebanon | 433 | Morocco[3] | 387 |
| | Serbia | 477 | Jordan | 424 | Philippines | 378 |
| | Bulgaria | 476 | Iran, Islamic Republic of | 411 | Botswana | 366 |
| | Romania | 475 | Indonesia[4] | 411 | Saudi Arabia | 332 |
| | *International average[5]* | *466* | Tunisia | 410 | Ghana | 276 |
| | Norway | 461 | Egypt | 406 | South Africa | 264 |
| | Moldova, Republic of | 460 | Bahrain | 401 | | |

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

[2] Met international guidelines for participation rates only after replacement schools were included.

[3] Country did not meet international sampling or other guidelines.

[4] National desired population does not cover all of the international desired population.

[5] 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.

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. See *supplemental note 5* for more information on this study. For information on differences between TIMSS and the National Assessment of Educational Progress (NAEP) used in *indicators 9* and *10* and the Program for International Student Assessment (PISA) used in *indicator 13*, see http://nces.ed.gov/timss/pdf/naep_timss_pisa_comp.pdf.

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), table 3. Data from the International Association for the Evaluation of Educational Achievement (IEA), TIMSS 1995, 1999, and 2003 assessments.

FOR MORE INFORMATION:

Supplemental Note 5

Supplemental Tables 11-1, 11-2

NCES 2005–112

Mullis et al. 2004

# Academic Outcomes

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

*U.S. 4th-graders showed no measurable change in science from 1995 to 2003, while 8th-graders showed improvement over this period.*

The Trends in International Mathematics and Science Study (TIMSS) conducted in 2003 assessed student performance in science at grade 4 in 25 countries and at grade 8 in 45 countries. The assessment is curriculum based and measures what students have actually learned against what is expected to be typically taught in the participating countries by the end of grades 4 and 8.

On average, U.S. students at grades 4 and 8 scored above the international average (see supplemental table 12-1). At grade 4, U.S. students outperformed students in 16 countries, while students in 3 countries scored higher, on average, than U.S. students. At grade 8, U.S. students outperformed students in 32 countries, while students in 7 countries outperformed U.S. students.

The international average scores of males and females were similar at grade 4, while males outperformed females at grade 8 in 2003. Differences by sex were measurable in a few countries. At grade 4, while no measurable difference was detected in the United States between the scores of males and females, males outperformed females in three countries and females outperformed males only in the Islamic Republic of Iran. At grade 8, males outperformed females in the United States and 17 other countries, while females outperformed males in 5 countries.

TIMSS previously assessed students in science at grade 4 in 1995 and at grade 8 in 1995 and 1999. Comparing 2003 scores with these earlier scores provides additional perspective on U.S. students' performance. For example, although there was no measurable difference between U.S. 4th-graders' average scores in 1995 and 2003, the standing of the United States declined relative to that of the 14 other countries participating in both assessments. U.S. 4th-graders outperformed students in 13 of these countries in 1995, on average, compared with outperforming students in 8 countries in 2003 (see supplemental table 12-2).

At grade 8, U.S. students scored higher, on average, in 2003 than in 1995 or 1999, with most of the increase occurring between 1999 and 2003. As a result, the standing of the U.S. 8th-graders increased relative to the 22 other countries participating in both the 1995 and 2003 assessments. In 1995, U.S. 8th-graders outperformed students in 5 countries, on average, compared with outperforming students in 11 countries in 2003.

**INTERNATIONAL SCIENCE PERFORMANCE: Average science scores of 8th-grade students, by country: 2003**

| Average score relative to the United States | Country and score | | | | | |
|---|---|---|---|---|---|---|
| Significantly higher | Singapore | 578 | Hong Kong SAR[1,2] | 556 | Hungary | 543 |
| | Chinese Taipei | 571 | Estonia | 552 | | |
| | Korea, Republic of | 558 | Japan | 552 | | |
| Not significantly different | Netherlands[2] | 536 | Australia | 527 | Slovenia | 520 |
| | **United States[3]** | **527** | Sweden | 524 | New Zealand | 520 |
| Significantly lower | Lithuania[4] | 519 | Jordan | 475 | Egypt | 421 |
| | Slovak Republic | 517 | *International average[5]* | *473* | Indonesia[4] | 420 |
| | Belgium-Flemish | 516 | Moldova, Republic of | 472 | Chile | 413 |
| | Russian Federation | 514 | Romania | 470 | Tunisia | 404 |
| | Latvia | 512 | Serbia | 468 | Saudi Arabia | 398 |
| | Scotland[2] | 512 | Armenia | 461 | Morocco[3] | 396 |
| | Malaysia | 510 | Iran, Islamic Republic of | 453 | Lebanon | 393 |
| | Norway | 494 | Macedonia, Republic of[3] | 449 | Philippines | 377 |
| | Italy | 491 | Cyprus | 441 | Botswana | 365 |
| | Israel[3] | 488 | Bahrain | 438 | Ghana | 255 |
| | Bulgaria | 479 | Palestinian National Authority | 435 | South Africa | 244 |

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

[2] Met international guidelines for participation rates only after replacement schools were included.

[3] Country did not meet international sampling or other guidelines.

[4] National desired population does not cover all of the international desired population.

[5] 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.

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. See *supplemental note 5* for more information on this study. For information on differences between TIMSS and the National Assessment of Educational Progress (NAEP) used in *indicators 9* and *10* and the Program for International Student Assessment (PISA) used in *indicator 13*, see http://nces.ed.gov/timss/pdf/naep_timss_pisa_comp.pdf.

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), table 9. Data from the International Association for the Evaluation of Educational Achievement (IEA), TIMSS 1995, 1999, and 2003 assessments.

FOR MORE INFORMATION:

Supplemental Note 5

Supplemental Tables 12-1, 12-2

NCES 2005–106

Martin et al. 2004

# Academic Outcomes

## International Comparisons of Mathematics Literacy

*U.S. 15-year-olds performed below the international average of 29 industrialized countries in both mathematics literacy and problem solving in 2003.*

The Program for International Student Assessment (PISA) 2003 reports on the mathematics literacy and problem-solving ability of 15-year-olds in 29 participating Organization for Economic Cooperation and Development (OECD) industrialized countries and 11 non-OECD countries. By assessing students near the end of compulsory schooling, PISA provides information about how well prepared students will be for their future as they approach an important transition point for education and work.

U.S. 15-year-olds, on average, scored below the international average for participating OECD countries in combined mathematics literacy, specific mathematics skill areas (space and shape, change and relationships, quantity, and uncertainty), and problem solving (see supplemental table 13-1). In combined mathematics literacy, students in 20 OECD countries and 3 non-OECD countries outperformed U.S. students, while U.S. students outperformed students in 5 OECD countries and 7 non-OECD countries. In problem solving, students in 22 OECD countries and 3 non-OECD countries outperformed U.S. students, while U.S. students outperformed students in 3 OECD countries and 6 non-OECD countries.

The OECD average score of males was greater than that of females in combined mathematics literacy and in each of the four mathematics subscales in 2003 (see supplemental table 13-2). Males outperformed females in two-thirds of the participating countries in combined mathematics literacy; Iceland was the only country where females outperformed males. In the United States, males outperformed females in both combined mathematics literacy and the space and shape subscale. No such sex difference was detected among U.S. 15-year-olds in their performance on the other three subscales. In 33 of the 40 countries, including the United States, there were no performance differences between males and females in problem solving.

The cutoff scores for both the top and bottom 10 percent of U.S. students (the highest and lowest achievers) in combined mathematics literacy were lower than the overall OECD cutoff scores for these percentiles, respectively (see supplemental table 13-3).

NOTE: The OECD average is the average of the national averages of the Organization for Economic Cooperation and Development (OECD) member countries with data available. Because the Program for International Student Assessment (PISA) is principally an OECD study, the results for non-OECD countries are not included in the OECD average. Due to low response rates, data for the United Kingdom are not included in this indicator. Non-OECD countries participating in this assessment are Brazil, Hong Kong-China, Indonesia, Latvia, Liechtenstein, Macao-China, Russian Federation, Serbia and Montenegro, Thailand, Tunisia, and Uruguay. For more information on this study and a description of *mathematics literacy* and *problem solving*, see *supplemental note 5*. For information on differences between PISA and the National Assessment of Educational Progress (NAEP) used in *indicators 9* and *10* and the Trends in International Mathematics and Science Study (TIMSS) used in *indicators 11* and *12*, see http://nces.ed.gov/timss/pdf/naep_timss_pisa_comp.pdf.

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 2. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

FOR MORE INFORMATION:

Supplemental Note 5

Supplemental Tables 13-1, 13-2, 13-3

NCES 2005–112

NCES 2005–107

OECD 2004a, 2004b

**INTERNATIONAL MATHEMATICS LITERACY: Average combined mathematics literacy scores of 15-year-olds, by country: 2003**

| Average score relative to the United States | Country and score | | | | | |
|---|---|---|---|---|---|---|
| Significantly higher | Hong Kong-China | 550 | Switzerland | 527 | Sweden | 509 |
| | Finland | 544 | Macao-China | 527 | Austria | 506 |
| | Korea | 542 | New Zealand | 523 | Germany | 503 |
| | Netherlands | 538 | Australia | 524 | Ireland | 503 |
| | Liechtenstein | 536 | Czech Republic | 516 | *OECD average* | *500* |
| | Japan | 534 | Iceland | 515 | Slovak Republic | 498 |
| | Canada | 532 | Denmark | 514 | Norway | 495 |
| | Belgium | 529 | France | 511 | Luxembourg | 493 |
| Not significantly different | Poland | 490 | Spain | 485 | Latvia | 483 |
| | Hungary | 490 | **United States** | **483** | | |
| Significantly lower | Russian Federation | 468 | Serbia and Montenegro | 437 | Mexico | 385 |
| | Portugal | 466 | Turkey | 423 | Indonesia | 360 |
| | Italy | 466 | Uruguay | 422 | Tunisia | 359 |
| | Greece | 445 | Thailand | 417 | Brazil | 356 |

# Academic Outcomes

## Student Reading and Mathematics Performance in Public Schools by Urbanicity

*In 2003, 4th- and 8th-grade students in large central city public schools were outperformed by their peers in other types of communities in reading and mathematics.*

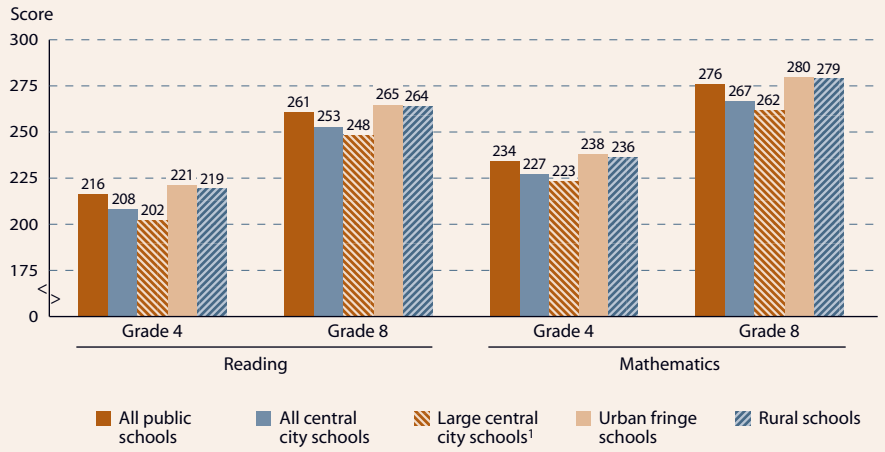
The National Assessment of Educational Progress (NAEP) assessed the performance of 4th- and 8th-graders in mathematics and reading in 2003. Examining the results by urbanicity provides an opportunity to compare the performance of public school students in large central cities with that of public school students in other types of communities. A large central city school is defined as a school in a central city within a Metropolitan Statistical Area (MSA) of 2.5 million or larger.

The distribution of students in large central city public schools differs from the distribution of students in other public schools in notable ways. For example, in 2003, large central city schools were the only types of schools in which the percentages of Black and Hispanic students were greater than the percentage of White students in grades 4 and 8 (see supplemental table 14-1). In addition, schools in large central cities, on average, were more likely than schools in other types of communities to have more than 75 percent of their 4th- and 8th-graders eligible for free or reduced-price lunch and to have a minority enrollment of more than 75 percent.

Overall, in 2003, 4th- and 8th-graders in large central city public schools had lower average scores, which represent what students know and can do, in reading and mathematics than students in other public schools, including those in rural, urban fringe, and all central city schools (see supplemental table 14-2).

Achievement levels, which identify what students should know and be able to do, provide another measure of student performance. In both reading and mathematics, the percentages of 4th- and 8th-graders in large central city public schools who performed at or above *Basic* and at or above *Proficient* were lower than the national percentages at each level. In addition, the percentages of students in large central city schools performing at or above each of these levels were lower than the percentages of students in rural, urban fringe, and all central city public schools. For example, while 30 percent of all public school 4th-graders performed at or above *Proficient* in reading in 2003, only 18 percent of 4th-graders in large central cities did so, compared with larger percentages of urban fringe, rural, and all central city students (34, 32, and 22 percent, respectively).

**URBAN PERFORMANCE: Average reading and mathematics scores of public school students, by grade and school location: 2003**




[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, 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).

FOR MORE INFORMATION:

Supplemental Notes 1, 4

Supplemental Tables 14-1, 14-2

NCES 2004–458

NCES 2004–459

# Adult Literacy

## Trends in Adult Literary Reading Habits

*The percentage of adults age 25 or older who reported having read a novel, short story, play, or poem in the past 12 months decreased between 1982 and 2002.*

This indicator examines trends in literary reading (novels, short stories, plays, and poems) from 1982 to 2002 among adults age 25 or older and the relationship between reading habits and educational attainment. The percentage of the population that reads literature regularly is an important measure of adult literacy.

The percentage of adults age 25 or older who reported reading any literature in the past 12 months declined between 1982 and 2002, from 56 to 47 percent, with most of the decrease occurring between 1992 and 2002 (see supplemental table 15-1). White adults were more likely than Black and Hispanic adults to report literary reading from 1982 to 2002. Between the two years, the Black literary reading rate was about the same, while the White and Hispanic reading rates decreased. Females were more likely to report literary reading than males, and females had a smaller decline in reading than males from 1982 to 2002. Adults ages 25–44 had a larger decline in the literary reading rate than older adults during this period.

A positive relationship exists between reading and educational attainment: the more education a person has, the more likely that person is to report having read literature in the past 12 months. For example, in 2002, 19 percent of adults age 25 or older with less than a high school diploma reported that they had read literature, compared with 67 percent of those with a bachelor's degree or higher (see supplemental table 15-2). Other factors such as family income, sex, and race/ethnicity are also related to literary reading. The positive relationship between educational attainment and literary reading persists even when one considers differences in reading rates associated with sex, family income, or race/ethnicity. For example, 13 percent of males and 25 percent of females with less than a high school diploma reported reading literature in 2002, compared with 58 and 76 percent, respectively, of their counterparts with a bachelor's degree or higher.

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. The 1982 and 1985 surveys asked "During the last 12 months, did you read any novels, short stories, or plays?" The 1992 and 2002 surveys, however, asked these as three separate questions and included the question, "With the exception of books required for work or school, did you read any books during the last 12 months?" On the 2002 survey, there was a strong correlation between literary reading and any book reading.

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).

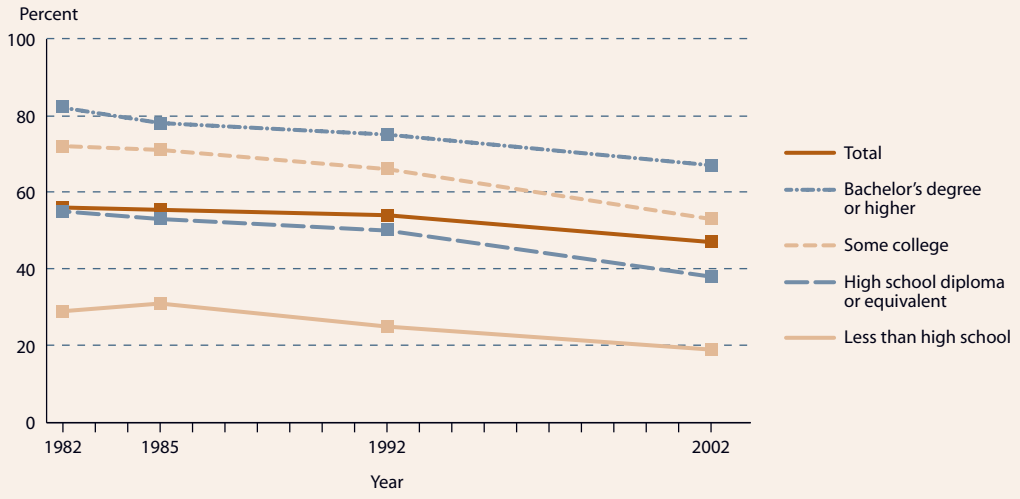
FOR MORE INFORMATION:

Supplemental Notes 1, 2

Supplemental Tables 15-1, 15-2

National Endowment for the Arts 2004a, 2004b

**LITERARY READING: Percentage of adults age 25 or older who reported reading literature in the past 12 months, by educational attainment: Various years, 1982–2002**



# Economic Outcomes

## Annual Earnings of Young Adults by Race/Ethnicity

*White, Black, and Hispanic young adults who have at least a bachelor's degree have higher median earnings than their peers with less education, and these earnings differences increased between 1977 and 2003.*

This indicator examines the relationship between education and median annual earnings, in constant 2003 dollars, for White, Black, and Hispanic young adults—ages 25–34—who work full time throughout a full year.

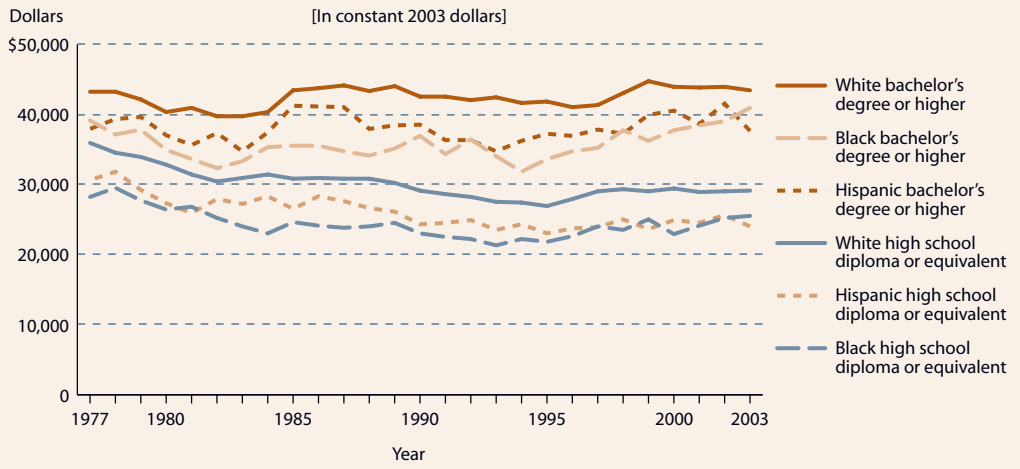
During the period from 1977 to 2003, the median annual earnings of all White, Black, and Hispanic young adults generally decreased through the early 1990s before increasing (see supplemental table 16-1). Overall, the median earnings of White and Hispanic young adults were lower in 2003 than in 1977, while there was no measurable change in the earnings of Black young adults.

For White, Black, and Hispanic young adults, earnings increase with education: for example, those with at least a bachelor's degree have higher median earnings than those with less education. In 2003, Black college graduates earned 60 percent more than Black high school completers[1] (see supplemental table 16-3). Conversely, Black workers who dropped out of high school earned 30 percent less than Black high school completers. The differences for White and Hispanic young adults followed the same pattern.

The median annual earnings of White, Black, and Hispanic young adults with at least a bachelor's degree in 2003 was not measurably different from their earnings in 1977, while the median earnings of their counterparts with less education generally fell. Consequently, the median earnings of those with a bachelor's degree or more increased relative to those with less education. For example, Whites with a bachelor's degree or higher earned 20 percent more than Whites whose highest level of education was high school completion in 1977, and 49 percent more in 2003. Increases among Black and Hispanic young adults during this period followed the same pattern.

In 2003, White young adults earned more than their Black and Hispanic peers at each level of educational attainment (see supplemental table 16-4). Between 1977 and 2003, the earnings gap between Blacks and Whites decreased among high school completers and those with less than a high school diploma. No change in the White-Black earnings gap was detected at higher levels of educational attainment, however. The overall gap in earnings between Whites and Hispanics increased during this period, but there was no measurable change in the gap at any of the levels of educational attainment.

**ANNUAL EARNINGS: Median annual earnings of full-time, full-year wage and salary workers ages 25–34 whose highest educational level was a high school diploma or equivalent or a bachelor's degree or higher, by race/ethnicity: 1977–2003**




[1] Includes those who earned a high school diploma or equivalent (e.g., a General Educational Development (GED) certificate).

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).

FOR MORE INFORMATION:

Supplemental Notes 1, 2, 9

Supplemental Tables 16-1, 16-2, 16-3, 16-4

# Economic Outcomes

## Employment Outcomes of Young Adults by Race/Ethnicity

*Young adults with a bachelor's degree are less likely to be unemployed than their peers with less education. This pattern holds for White, Black, and Hispanic young adults.*

This indicator examines the relationships between educational attainment, employment, and race/ethnicity among young adults—individuals between the ages of 25 and 34. Most young adults in this age group have completed their formal education and are establishing themselves in a career.

Five percent of young adults ages 25–34 were unemployed in 2004 (see supplemental table 17-1). This percentage has fluctuated since 1971 due to cyclical contractions and expansions in the U.S. economy. One constant throughout this period, though, has been the relationship between unemployment and educational attainment. That is, generally speaking the more education a person attains, the less likely that person is to be unemployed. For example, 9 percent of those ages 25–34 with less than a high school diploma were unemployed in 2004, compared with 6 percent of high school completers, 5 percent of those with some college education, and 3 percent of those with a bachelor's or higher degree.

As to the relationship between race/ethnicity and unemployment, Black adults ages 25–34 were more likely to be unemployed in 2004 than their White and Hispanic counterparts (9 vs. 4 and 6 percent, respectively). Within each racial/ethnic group, those with more education were generally less likely to be unemployed than their peers with less education.

Educational attainment and race/ethnicity were also related to rates of employment and full-time employment among young adults. Overall, those ages 25–34 with a bachelor's or higher degree were more likely than their peers with less education to be employed and to be employed full time in 2004; a similar pattern held for those with a bachelor's or higher degree versus those with less education within each racial/ethnic group. Black adults in general were less likely than White and Hispanic adults to be employed and to be employed full time.

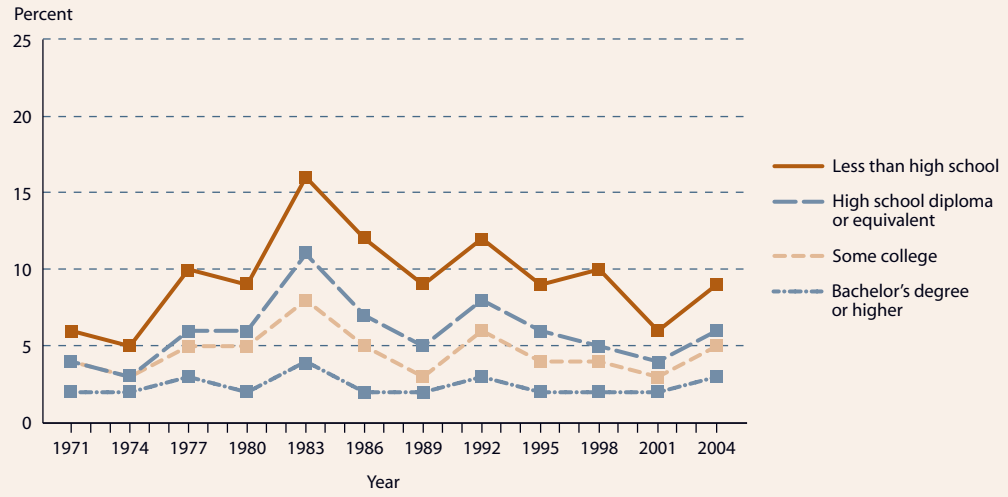
Young adults with more education were also less likely than their peers with less education to be out of the labor force in 2004, a pattern that generally held for all racial/ethnic groups. However, Black and Hispanic young adults in general were more likely than Whites to be out of the labor force (21 percent for both Black and Hispanic vs. 15 percent for White young adults).

NOTE: 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).

FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Table 17-1

**UNEMPLOYMENT: Percentage of adults ages 25–34 who were unemployed, by educational attainment: Selected years, 1971–2004**



# Section 3

# *Student Effort and Educational Progress*

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# Section 3: Website Contents

This List of Indicators includes all the indicators in Section 3 that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000–2005 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.


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

# Introduction: Student Effort and Educational Progress

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

The first two subsections consider the educational aspirations and expectations of students as precursors of their progress through the education system, and the levels of effort they devote to their studies and other activities. An indicator of these aspirations is the postsecondary expectations of students as 10th-graders. The indicators in these subsections (both only on the website) measure students' effort by their patterns of school attendance and the importance they attach to schooling for their future success.

The third subsection traces the progress of students through the education system in a series of stages. In the first stage, starting with preschool or kindergarten, students progress through elementary and secondary education to graduation from high school or some alternate form of completion. A key indicator of this progress is the number of students who leave high school (drop out) before completion. Dropouts are measured by event rates (the percentage of students in an age range who leave school in a given year) and status rates (the percentage of students in an age range who are not enrolled in school and who have not completed high school). An indicator on the following pages shows the status dropout rate by race/ethnicity and an indicator on the website shows the event dropout rate by family income.

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

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

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

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

# Elementary/Secondary Persistence and Progress

## Kindergarten Entry and Retention

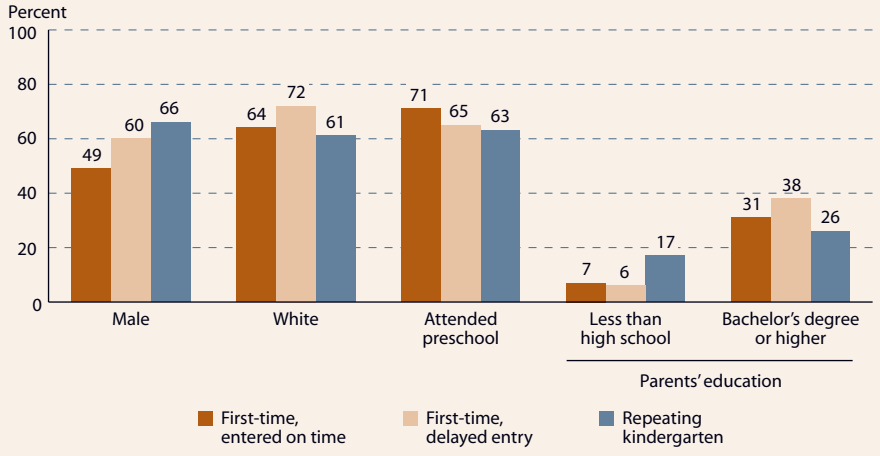
*Among children enrolled in kindergarten in fall 1998, about 1 out of 10 was either repeating kindergarten or had a delayed entry (had not enrolled the year he or she became age eligible).*

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

Children who started kindergarten in fall 1998 but whose entry had been delayed and children who were repeating kindergarten that year differed from their classmates who were entering on time. Both the delayed entrants and repeaters were more likely than their on-time classmates to be male and less likely to have attended preschool. Compared with those who entered on time, delayed entrants were more likely to be White and to have parents with a bachelor's degree or higher. In contrast, children who were repeating kindergarten were more likely than their classmates who were entering on time to be disadvantaged—that is, to be poor, to have developmental difficulties, and to have parents with less than a high school education (see supplemental table 18-1).

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

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




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

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

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

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

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

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Table 18-1

Sameroff and Haith 1996

Kundert, May, and Brent 1995

# Elementary/Secondary Persistence and Progress

## Status Dropout Rates by Race/Ethnicity

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

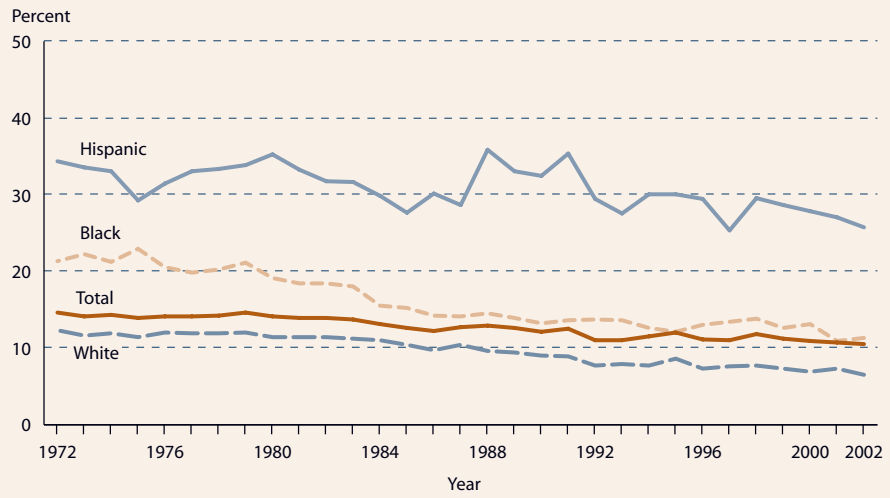
Dropouts from high school are more likely to be unemployed and earn less when they are employed than those who complete high school (U.S. Department of Commerce 2004, tables 215 and 608). Among adults age 25 or older, those who did not complete high school report worse health than their peers who did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

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

Status dropout rates and changes in these rates over time differ by race/ethnicity. Each year between 1972 and 2002, the status dropout rate was lowest for Whites and highest for Hispanics. The status dropout rates for Whites, Blacks, and Hispanics declined between 1972 and 2002. The gap between Blacks and Whites narrowed during the 1970s and into the mid-1980s, but there was no measurable change in the period between 1985 and 2002. From 1972 through 2002, there has been no measurable change in the gap between the status dropout rates for Hispanics and Whites.

In 2002, almost one-third of status dropouts (30 percent) ages 16–24 were Hispanics who were born outside of the United States[1] (see supplemental table 19-2). Higher dropout rates among Hispanic immigrants partly account for the persistently high dropout rates for all Hispanics. Among Hispanic 16- through 24-year-olds who were born outside the United States, the status dropout rate of 41 percent in 2002 was more than double the rates for first- or later-generation Hispanics in this age group born in the United States (14 and 11 percent, respectively). Nevertheless, Hispanics born in the United States were more likely to be high school dropouts than their non-Hispanic counterparts.

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




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

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

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

FOR MORE INFORMATION:

Supplemental Notes 1, 2

Supplemental Tables 19-1, 19-2

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

# Transition to College

## Immediate Transition to College

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

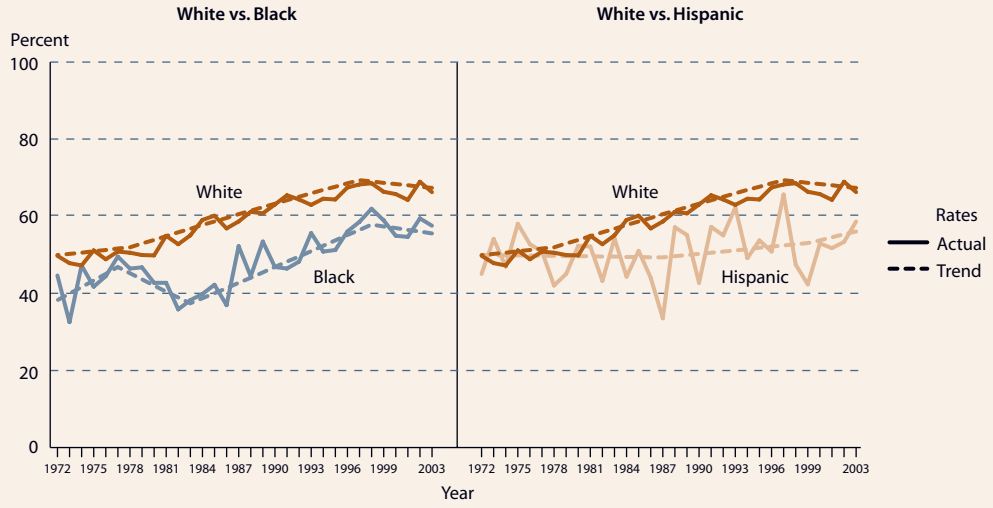
The percentage of high school completers who enroll in college[1] in the fall immediately after high school reflects the accessibility of higher education and the emphasis placed on college education. Between 1972 and 2003, the immediate college enrollment rate increased from 49 to 64 percent, but it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

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

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

Differences in immediate enrollment rates by family income and parents' education have persisted. In each year between 1972 and 2003, high school completers from high-income[2] families were more likely than their low-income peers to enter college immediately after high school (see supplemental table 20-1). Likewise, completers whose parents had a bachelor's degree or higher were more likely than those whose parents had less education to enroll immediately for each year between 1992 and 2003 (see supplemental table 20-3).[3]

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




[1] Includes 2- or 4-year institutions.

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

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

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

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

FOR MORE INFORMATION:

Supplemental Notes 1, 2

Supplemental Tables 20-1, 20-2, 20-3

# Transition to College

## Geographic Mobility of the High School Class of 1992

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

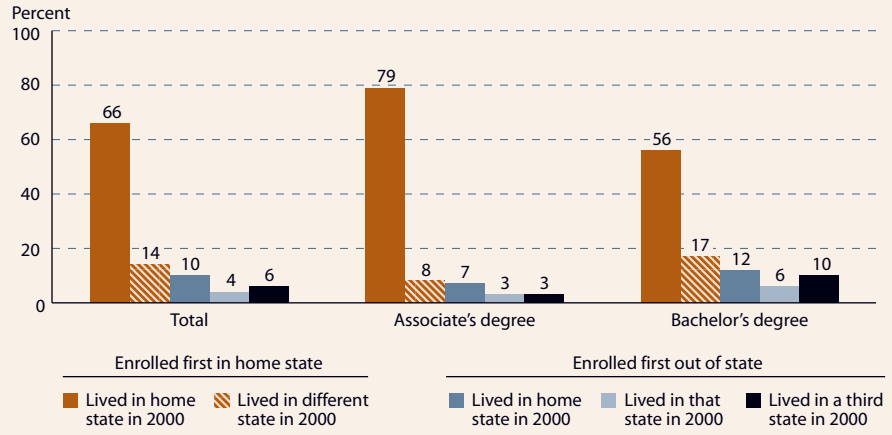
Knowledge about the geographic mobility of students helps states project enrollments and consider investments in public postsecondary institutions (Adelman 2004). Comparing the state locations of a student's high school, first postsecondary institution, and later residence provides a useful measure of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

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

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

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

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




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

[2] See *supplemental note 8*.

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

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

FOR MORE INFORMATION:

Supplemental Notes 3, 6, 8

Supplemental Tables 21-1, 21-2

# Postsecondary Persistence and Progress

## Postsecondary Participation and Attainment Among Traditional-Age Students

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

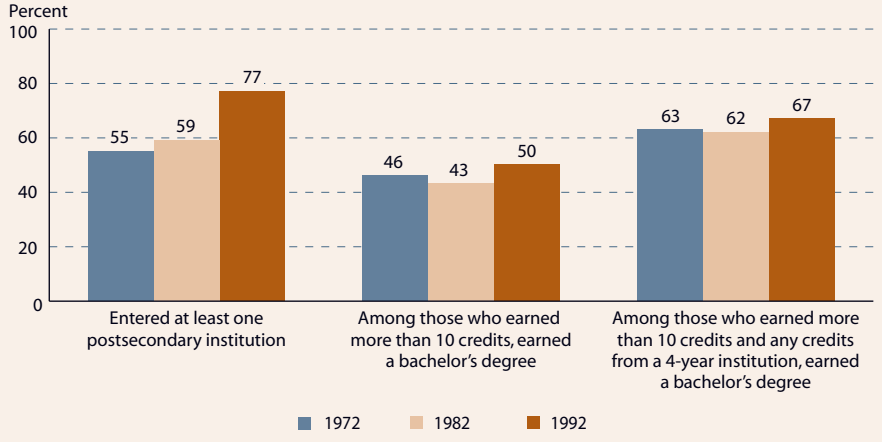
An increasing proportion of 12th-graders are continuing on to postsecondary education. More than three-quarters (77 percent) of the class of 1992 enrolled in a postsecondary institution within 8.5 years of high school, compared with 59 percent of the class of 1982 and 55 percent of the class of 1972.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

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

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

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

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




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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, "Fifth Follow-up" (NLS:72/86), High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B-So:PETS), and National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, Postsecondary Transcript Survey, 2000," previously unpublished tabulation (November 2004).

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 8

Supplemental Table 22-1

Adelman 2004

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# Completions

## Educational Attainment

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

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

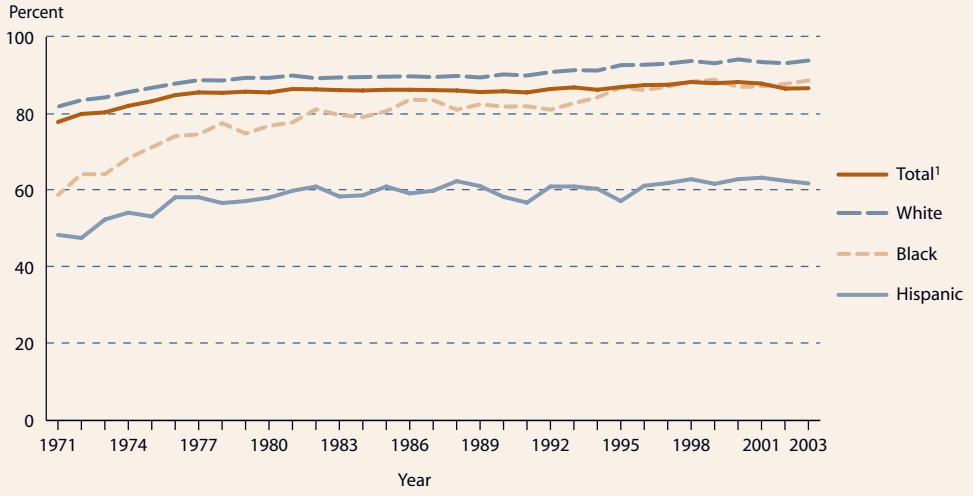
In 1971, Blacks were considerably less likely than Whites to have completed high school (59 vs. 82 percent) (see supplemental table 23-1). Although Blacks have narrowed the gap, their high school completion rate was still below that of Whites in 2003 (88 vs. 94 percent). The high school completion rate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

Overall, the percentage of 25- to 29-year-olds who completed at least some college increased from 34 to 57 percent between 1971 and 2003 (see supplemental table 23-2). However, increases were not even throughout the entire period. The completion rate increased during the 1970s, leveled off during the 1980s, increased in the early and mid-1990s, and has leveled off since then. The overall upward trend reflects the overall pattern of change in the propensity of high school graduates to enroll in college immediately after completing high school (*indicator 20*).

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

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

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




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

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

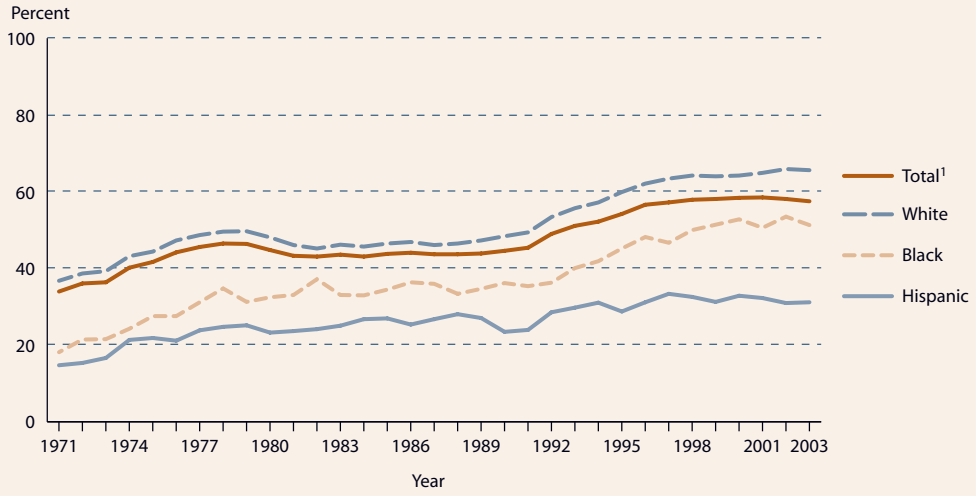
SOURCE: U.S. Department of Education, National Center for Education Statistics. (2002). *The Condition of Education 2002* (NCES 2002–025), tables 25-1, 25-2, and 25-3 and previously unpublished tabulations for 2002–03 (December 2004). Data from U.S. Department of Commerce, Bureau of the Census, Current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

FOR MORE INFORMATION:

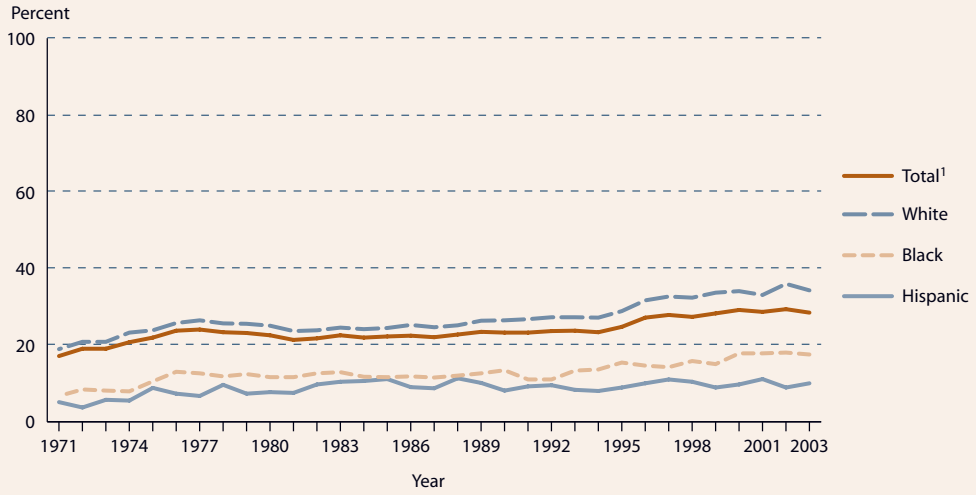
Supplemental Notes 1, 2

Supplemental Tables 23-1, 23-2, 23-3

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




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




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

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

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

FOR MORE INFORMATION:

Supplemental Notes 1, 2

Supplemental Tables 23-1, 23-2, 23-3

# Section 4

# *Contexts of Elementary and Secondary Education*

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# Section 4: Website Contents

This List of Indicators includes all the indicators in Section 4 that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000–2005 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.


| | *Indicator–Year* |
|---|---|
| *Coursetaking and Standards* | |
| High School Exit Examinations | 24–2005 |
| Trends in Science and Mathematics Coursetaking | 21–2004 |
| Student Characteristics in Science and Mathematics Coursetaking | 22–2004 |
| Trends in English and Foreign Language Coursetaking | 24–2003 |
| Student Characteristics in English and Foreign Language Coursetaking | 25–2003 |
| *Learning Opportunities* | |
| Availability of Advanced Courses in High Schools | 25–2005 |
| Out-of-Field Teaching in Middle and High School Grades | 28–2003 |
| Out-of-Field Teaching by Poverty Concentration and Minority Enrollment | 24–2004 |
| Time Spent in School | 26–2005 |
| *Special Programs* | |
| Public Alternative Schools for At-Risk Students | 27–2003 |
| Inclusion of Students With Disabilities in Regular Classrooms | 27–2005 |
| *School Choice* | |
| Parental Choice of Schools | 25–2004 |
| Profile and Demographic Characteristics of Public Charter Schools | 28–2005 |
| *Teachers* | |
| Beginning Teachers | 29–2003 |
| Participation in Professional Development | 33–2002 |
| *School Characteristics and Climate* | |
| Characteristics of School Principals | 26–2004 |
| Size of High Schools | 30–2003 |
| Student Perceptions of Their School's Social and Learning Environment | 29–2005 |
| School Violence and Safety | 30–2005 |
| *Other School Resources* | |
| High School Guidance Counseling | 27–2004 |
| Student Support Staff in Public Schools | 28–2004 |

# Introduction: Contexts of Elementary and Secondary Education

The indicators in this section of *The Condition of Education* measure salient features of the context of learning in schools. This includes the content of learning and expectations for student performance; processes of instruction; mechanisms of choice in education; characteristics of teachers and the teaching profession; the climate for learning and other organizational aspects of schools; and other school resources. There are 19 indicators in this section: 7, prepared for this year's volume, appear on the following pages, and all 19, including indicators from previous years, appear on the Web (see Website Contents on the facing page for a full list of the indicators).

The first feature of schooling and schools is patterns of coursetaking by students and the standards of performance they are now expected to meet. The main prism for examining this feature is student transcripts, which are collected as part of the National Assessment of Educational Progress (NAEP) and some of the longitudinal surveys conducted by NCES. Four indicators on the Web trace trends over time in the academic level and number of courses taken by high school students by the time they graduate. A new indicator this year shows the numbers of students across the country who are required to pass an exit examination of some kind in order to graduate.

A second feature of learning opportunities afforded students concerns coursework availability, instructional time, classroom placement, and school choice. Two new indicators in this area are included in *The Condition of Education* this year: differences among schools in the availability of advanced-level academic courses, and the average amount of time that students spend in school each day and over the course of a school year by student characteristics, grade level, and other school characteristics.

School districts and schools have special programs to serve the particular educational needs of special populations. One indicator in this volume shows the extent to which students with disabilities are included in regular classrooms for purposes of instruction. An indicator on the Web describes the number, location, purposes, and other characteristics of alternative schools.

School choice provides parents with the opportunity to choose a school for their children beyond the assigned school, but there are several different forms of choice. Parents may choose a private school, they may live in a district that offers choice among public schools, or they may select a school by moving into that school's community. A new indicator in this edition of *The Condition of Education* provides information about the characteristics of one of the newest forms of choice: charter schools.

Teachers are critical to the learning process in schools. One indicator on the Web shows the extent to which teachers participate in different kinds of professional development.

Another feature of the contexts of elementary and secondary schools is the climate for learning. The climate is shaped by different factors in the school environment, including teacher as well as student behaviors and attitudes, and students' sense of physical security and freedom from violence. Indicators in both of these areas are included in this volume.

Other school resources also form part of the context for learning in schools. Two indicators on the Web describe "other staff" employed in the schools, including guidance counselors and various kinds of instructional aides and specialists.

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

# Coursetaking and Standards

## High School Exit Examinations

*Students in 20 states, accounting for more than half of all public school students in the United States, are required to pass exit examinations in order to graduate from high school.*

Standards-based reform has expanded since the 1990s, and the number of states with tests that students must pass in order to graduate high school has grown (Chudowsky et al. 2002). To date, more than half of all public school students currently live in states with exit examination requirements (Gayler et al. 2004). This indicator examines the extent to which exit examinations are required in the United States, the types of exams being administered, and the initial passing rates.

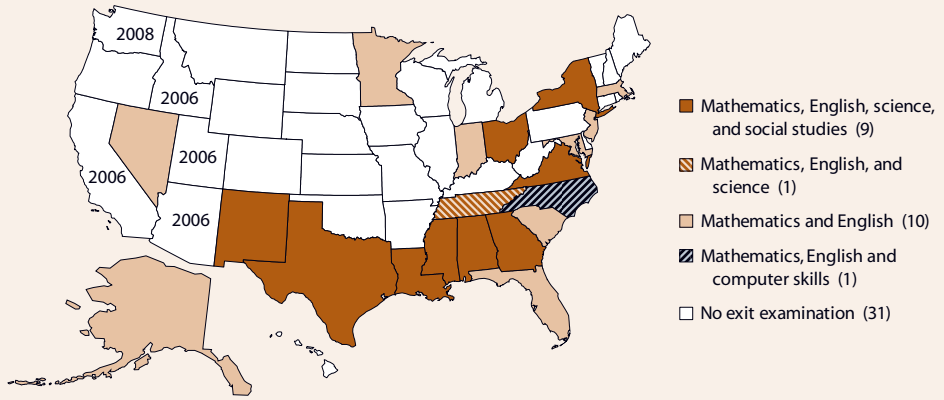
In 2004, 20 states had exit examinations. Of these states, 7 had minimum competency examinations, 10 had standards-based examinations, and 3 had end-of-course examinations (see supplemental tables 24-1 and 24-2). Five additional states—Arizona, California, Idaho, Utah, and Washington—will be phasing in exit examinations between 2004 and 2008. Of these five states, only Utah will institute a minimum competency examination. The other four will institute standards-based examinations, a change that is consistent with a general trend away from minimum competency examinations.[1]

By 2009, of the 25 states with exit examinations in place, all but 6—Maryland, Minnesota, New Mexico, North Carolina, Texas, and Utah—will use these examinations to meet the accountability requirements of the No Child Left Behind Act of 2001.[2]

All 20 of the states with mandatory exit examinations in 2004 tested both English/language arts and mathematics ability. Ten states also tested science knowledge, and 9 of these 10 states also tested social studies knowledge. All 20 states included multiple-choice questions on their examinations, though only Alabama used these questions exclusively. The other states included various types of extended responses, the most common of which asked students to compose a written response.

The percentage of students who passed their exit examinations on their first try ranged from 36 percent in Arizona to 91 percent in Georgia in mathematics, and from 40 percent in Maryland to 95 percent in Georgia in English/language arts (see supplemental tables 24-3 and 24-4). Although the percentage of students who passed exit examinations varied greatly by race/ethnicity across states, Asian and White students were more likely to pass their mathematics and English/language arts exit examinations on their first try than Black or Hispanic students.

**EXIT EXAMINATIONS: States with mandatory exit examinations, by subject, and states phasing in exit examinations, by date: 2004**




[1] Gayler et al. 2004, figure 2.

[2] Gayler et al. 2004, table 15.

NOTE: States labeled with years are scheduled to institute exit examinations in the year shown.

SOURCE: Gayler, K., Chudowsky, N., Hamilton, M., Kober, N., and Yeager, M. (2004). *State High School Exit Exams: A Maturing Reform,* adapted from tables 3 and 15, figures 2, 3, and 4, and page 217. Data from state departments of education, July 2004.

FOR MORE INFORMATION:

Supplemental Tables 24-1, 24-2, 24-3, 24-4

Chudowsky et al. 2002

Gayler et al. 2004

# Learning Opportunities

## Availability of Advanced Courses in High Schools

*Students in rural schools or schools with a 12th-grade enrollment of less than 150 have the least opportunity to take one or more advanced courses in mathematics, English, science, and a foreign language.*

Since 1982, the percentage of students completing advanced coursework in mathematics, English, science, and foreign language has increased (NCES 2003–067, *indicator 24*; NCES 2004–077, *indicator 21*). However, students can be limited in the number of advanced courses they take by the level of coursework offered in their schools. This indicator examines the extent to which students attend schools that offer advanced courses in these four subject areas.

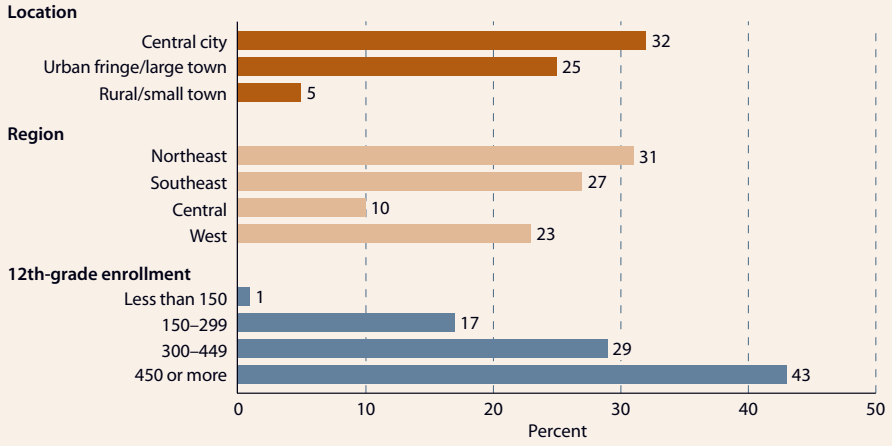
Overall, 74 percent of high school students attended schools that offered at least one advanced course in each of these four subjects in 2000, some 58 percent attended schools that offered at least two, and 22 percent attended schools that offered four or more (see supplemental table 25-1).

Students attending schools in a central city or urban fringe/large town and students in schools with a 12th-grade enrollment of 450 or more were more likely than their peers to have the opportunity to take four or more advanced courses in each subject. Students attending schools in the Northeast and Southeast were also more likely to have such an opportunity than their peers in schools in Central states.

Students in rural/small town schools and in schools with a 12th-grade enrollment of less than 150 students were less likely than their peers to be able to take one or more advanced courses in each subject in 2000. Compared with their peers in central city or urban fringe/large town schools, students in rural/small town schools were also less than one-fourth as likely to be offered seven or more advanced mathematics courses or four or more advanced foreign language courses. They were also half as likely to be offered four or more advanced science courses (see supplemental tables 25-2 and 25-3).

Differences in the number of advanced courses offered by race/ethnicity were also found. A greater percentage of Asian/Pacific Islander students than American Indian, Black, White, and Hispanic students were likely to attend schools that offered four or more foreign language courses. When compared with American Indian students, Asian/Pacific Islander students were also more likely to attend schools that offered four or more science courses.

**AVAILABILITY OF ADVANCED COURSES: Percentage of students in schools that offer at least four advanced courses each in mathematics, English, science, and foreign language, by location, region, and 12th-grade enrollment: 2000**




NOTE: See *supplemental note 6* for a definition of advanced coursework. See *supplemental note 1* for details on geographic location, region, and poverty. 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).

FOR MORE INFORMATION:

Supplemental Notes 1, 6

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

NCES 2003–067

NCES 2004–077

# Learning Opportunities

## Time Spent in School

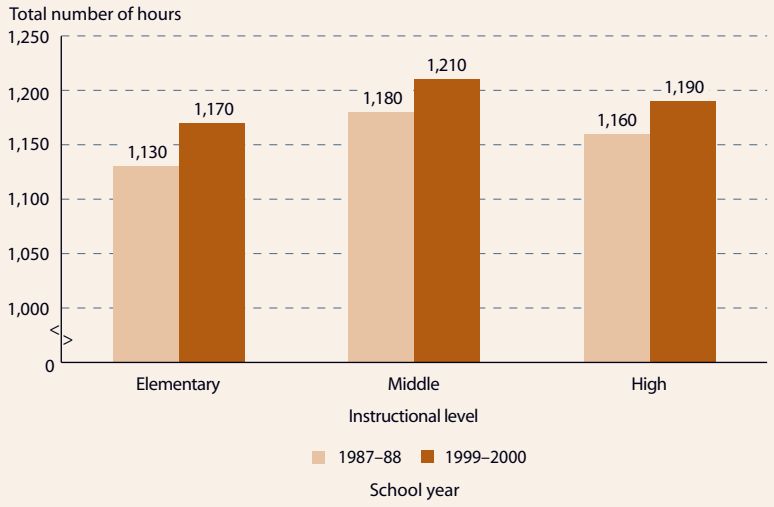
*The average number of hours per year that U.S. public school students spent in school increased between 1987–88 and 1999–2000.*

Various advocates of educational reform have called for students to spend more time in school (National Commission on Excellence in Education 1983; Peterson 2003). Arguments for lengthening the school year assume that an increase in the time allocated to schooling would yield higher achievement. This indicator looks at the average number of hours per year (allocated time)[1] that public school students spent in school between 1987–88 and 1999–2000. It also compares the average number of instructional hours per year that students in the United States received compared with other countries in 2000 and 2001.

At all three instructional levels (elementary, middle, and high), the average number of hours a public school student spent in school per year rose between 1987–88 and 1999–2000. On average, middle school students spent more time in school than elementary or high school students. In both school years, the number of hours differed by location (see supplemental table 26-1). Students who attended rural schools spent more time in school, on average, than students in urban fringe/large town schools. In both 1987–88 and 1999–2000, regional differences were discernible: at all three instructional levels, students in the Midwest generally spent more time in school than their counterparts in the Northeast, South, and West.

International comparisons of instructional hours (vs. allocated time) revealed that among 15-year-olds in the 22 countries participating in the 2000 Program for International Student Assessment (PISA), only Austrian students received more instructional hours per year than U.S. students (1,120 vs. 990 hours) (see supplemental table 26-2). In contrast, students in 10 countries (Denmark, Finland, Germany, Greece, Hungary, Iceland, Poland, Portugal, and Sweden) received fewer instructional hours per year than U.S. students. Among 4th graders[2] in 10 countries participating in the 2001 Progress in International Reading Literacy Study (PIRLS), U.S. students received more instructional time, on average, than students in every country except Italy, where no measurable difference was found. Compared with students in the Czech Republic, Germany, Greece, and Iceland, U.S. 4th-grade students received about 200 more hours of instruction per year.[3]

**HOURS SPENT IN SCHOOL: Total number of hours per year spent in public school per student, by instructional level: 1987–88 and 1999–2000**




[1] Allocated time refers to the total number of hours per year a student is required to attend school and does not include extracurricular activities. Allocated time can be divided into *instructional* and *noninstructional time*. Instructional time refers to the portion of the school day that is allocated to instruction. Noninstructional time refers to the portion of the school day allocated to such activities as lunch, recess, school assemblies, and other required nonclassroom activities.

[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. The data for the United Kingdom are for England only.

[3] For international comparisons of 8th-graders' achievement in mathematics and science, see NCES 2002–025, *indicator 13*. For international comparisons of 4th-graders in reading literacy, see NCES 2003–067, *indicator 10*.

NOTE: The average number of hours does include hours spent by students attending ungraded schools (i.e., not classified by standard grade levels).

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).

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 5

Supplemental Tables 26-1, 26-2

Peterson 2003

National Commision on Excellence in Education 1983

# Special Programs

## Inclusion of Students With Disabilities in Regular Classrooms

*Approximately half of all disabled students in 2003–04 spent 80 percent or more of their day in a regular classroom. Black students with disabilities spend less time in a regular classroom than non-Black students with disabilities, on average.*

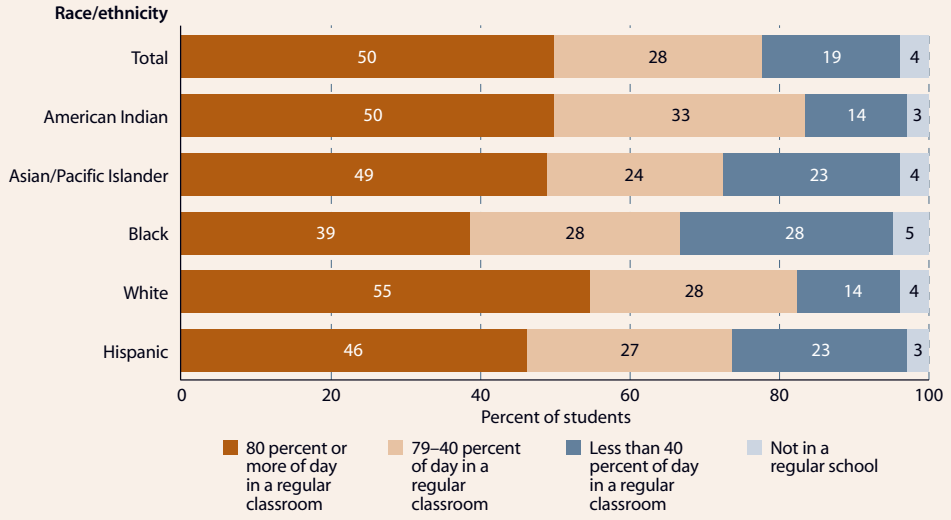
The Individuals with Disabilities Education Act (IDEA) requires public schools to make available to all eligible children with disabilities a free public education in the least restrictive environment[1] appropriate for their needs. In 1997, Congress passed amendments to IDEA, mandating for the first time that states collect data on the race/ethnicity of students identified with special education needs. These data reveal a disproportionate representation of minorities among students with disabilities (see *indicator 6*).

This indicator compares the differences by race/ethnicity in the percentage of time that disabled students spent in regular classrooms in 2003–04. Additionally, the indicator looks at change between 1994–95 and 2003–04 in the percentage of time that disabled students ages 6–21 spent in regular classrooms versus other settings.

Between 1994 and 2004, the percentage of students with disabilities spending 80 percent or more of the school day in a regular classroom showed an overall increase from 45 to 50 percent (see supplemental table 27-1). At the same time, the percentage of students with disabilities attending a regular school and spending less than 80 percent of the day in a regular classroom showed an overall decline during this period. The percentage of disabled students who did not attend regular schools showed little change, staying at approximately 4 percent over the 10-year span.

In the 2003–04 school year, almost half of all students with disabilities were in regular classrooms 80 percent or more of the day, although there were marked racial/ethnic differences in students' placement in this category (see supplemental table 27-2). For example, White students with disabilities were more likely than students of any other race/ethnicity to spend 80 percent or more of their day in a regular classroom. In contrast, Black students with disabilities were more likely than students of any other race/ethnicity to spend less than 40 percent of their day in a regular classroom and were the most likely to be placed outside of a regular school. American Indians and Hispanics were less likely than students of any other race/ethnicity to be placed outside of a regular school.

**STUDENTS WITH DISABILITIES: Percentage distribution of students ages 6–21 served by the Individuals with Disabilities Education Act, by placement in educational environment and race/ethnicity: 2003–04**




[1] This requirement is in effect under section 612(a)(5) of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (P.L. 105-17). A "least restrictive environment" is determined on a case-by-case basis to ensure that each student's special needs are met, while allowing that student the maximum possible exposure to students without disabilities as well as the general education curriculum.

NOTE: Students counted as disabled are those students served under Part B of the IDEA in the United States and outlying areas. 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. 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 AB10, unpublished tabulations. Retrieved February 7, 2005, from http://www.ideadata.org/arc_toc5.asp#partbLRE.

FOR MORE INFORMATION:

Supplemental Note 7

Supplemental Tables 27-1, 27-2

# School Choice

## Profile and Demographic Characteristics of Public Charter Schools

*Charter schools differ from one another in terms of their origins, the authority under which they are chartered, and the students they serve.*

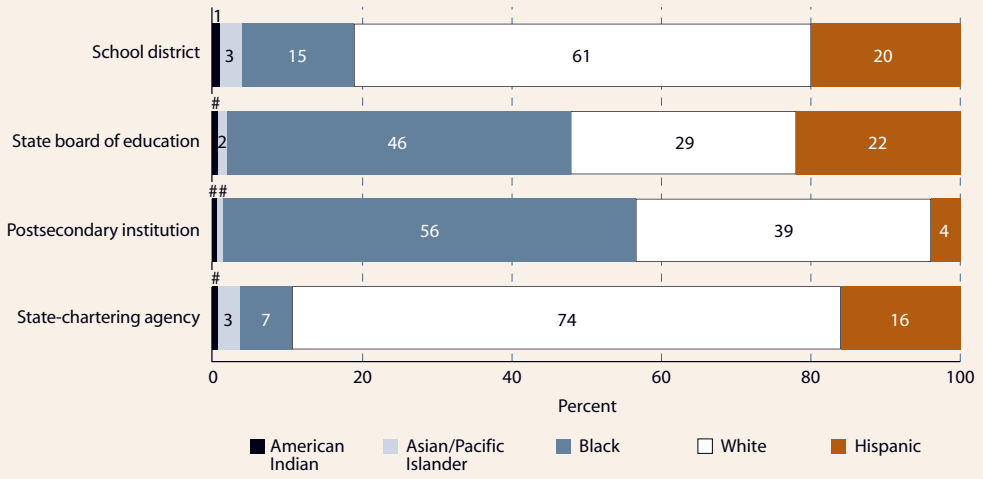
A public charter school is a publicly funded school that is typically governed by a group or organization under a contract or charter that exempts it from selected state or local rules and regulations.[1] These schools differ from one another in terms of their origins, the authority under which they are chartered, and the students they serve. This indicator profiles some of the differences among charter schools that served 4th-graders in 2003 and compares them with conventional public schools that year.

In 2003, the majority of charter school students (70 percent) attended newly created charter schools, while approximately one-third (30 percent) attended pre-existing public or private schools converted into charter schools (see supplemental table 28-1). Charter schools obtained charters from one of several entities: school districts, which served 51 percent of charter school students in 2003; state boards of education, which served 28 percent; postsecondary institutions, which served 16 percent; or state-chartering agencies, which served 6 percent.

Schools chartered by different entities varied in terms of the regions of the country in which they were located and in terms of the communities they served. For example, schools chartered by a school district tended to serve students in the Southeast and West, and in central cities and urban fringe/large towns (see supplemental table 28-2). Schools chartered by a state board of education most commonly served students in central cities. Schools chartered by a state-chartering agency most commonly served students in the West, and schools chartered by postsecondary institutions served students exclusively in the Central region (especially Michigan).

Schools chartered by a state board of education or a postsecondary institution were more likely to serve Black students than conventional public schools or other types of charter schools (see supplemental table 28-3). Schools chartered by a state board of education were also more likely to serve students eligible for free and reduced-price lunch than conventional public schools. Conversely, schools chartered by a school district served a greater percentage of students not eligible for free and reduced-price lunch than conventional public schools.

**CHARTER SCHOOLS: Percentage distribution of students attending public charter schools by entity granting school charter and race/ethnicity: 2003**




# Rounds to zero.

[1] Public charter schools are publicly funded schools that, in accordance with an enabling statute, have been granted a charter exempting them from selected state or local rules and regulations. A public charter school may be a newly created school, or it may previously have been a public or private school. In return for public funding and autonomy, the charter school must meet accountability standards. A school's charter is reviewed (typically every 3 to 5 years) and can be revoked if guidelines on curriculum and management are not followed or the standards are not met.

NOTE: Public charter schools include those open as of the 2001–02 school year and still operating in the 2002–03 school year. 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. 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), 2003 Reading Charter School Pilot Study, previously unpublished tabulation (November 2004).

FOR MORE INFORMATION:

Supplemental Notes 1, 4

Supplemental Tables 28-1, 28-2, 28-3

NCES 2005–456

NCES 2003–411

# School Characteristics and Climate

## Student Perceptions of Their School's Social and Learning Environment

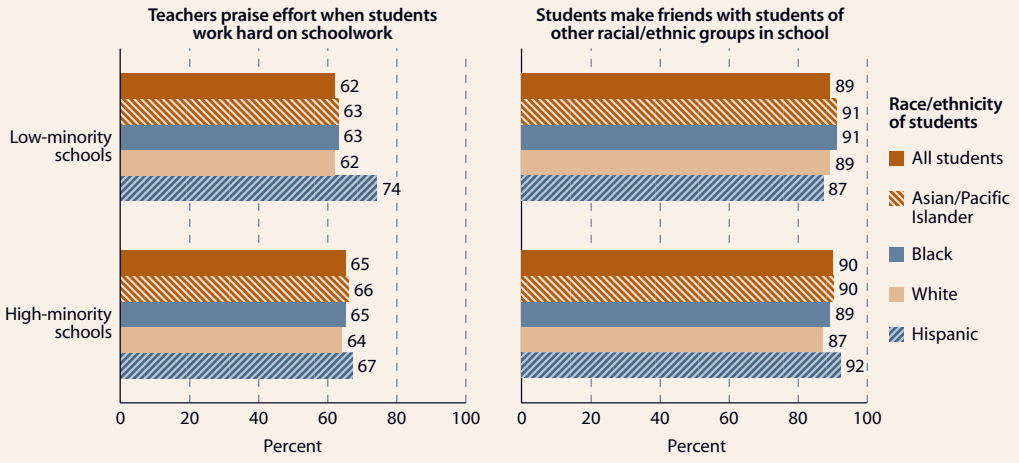
*In both high- and low-minority public schools, the majority of students reported that when they work hard at school, their teachers praise their efforts. In addition, they reported that they make friends with students from other racial and ethnic groups.*

This indicator examines how public school 10th-graders perceived their school's learning and social environment in the spring of 2002. When asked about their school's learning environment, the majority of students reported that teachers praised their efforts on schoolwork (63 percent), and that students did not feel "put down" by teachers (87 percent), but that students often got away with misbehavior (53 percent) (see supplemental table 29-1). There were no discernible differences in the percentage of students who reported these perceptions between high- and low-minority schools. About half of 10th-grade students in all public schools reported that disruptions by other students did not interfere with their learning (53 percent). However, students in low-minority schools were more likely to report this perception than students in high-minority schools (59 vs. 44 percent).

When asked about their school's social environment, the majority of students reported that students made friends with students of other racial and ethnic groups (90 percent), and that students did not often feel "put down" by other students (83 percent) (see supplemental table 29-2). The percentage of students who reported these perceptions was not measurably different in low- and high-minority schools. In contrast, the percentage of students who reported that fights often occurred between different racial/ethnic groups and the percentage who reported not feeling safe at school differed between low- and high-minority schools, with the percentage agreeing increasing from low- to high-minority schools.

Among students of the same race or ethnicity, differences were found between high- and low-minority schools in four of the eight student perception measures. For example, White and Hispanic students in high-minority schools were more likely to agree with the statement that misbehaving students often "get away with it" than their counterparts in low-minority schools. Asian/Pacific Islander, White, and Hispanic students in high-minority schools were more likely to report that fights often occur between different racial/ethnic groups than their peers in low-minority schools. The opposite was true for Blacks.

**STUDENT PERCEPTIONS: Percentage of 10th-graders in public schools who agreed with selected statements about their school's learning and social environment, by race/ethnicity of students and minority enrollment at school: 2002**




NOTE: When asked to respond about their school's social and learning 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, and schools classified as "high minority" had 50 percent or more minority enrollment. Only data for major racial/ethnic groups are shown separately in the figure. Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding.

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).

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 29-1, 29-2

# School Characteristics and Climate

## School Violence and Safety

*From 1992 through 2002, there was a general decline in the rate at which students ages 12–18 were victims of theft, violent crime, and serious violent crime at school.*

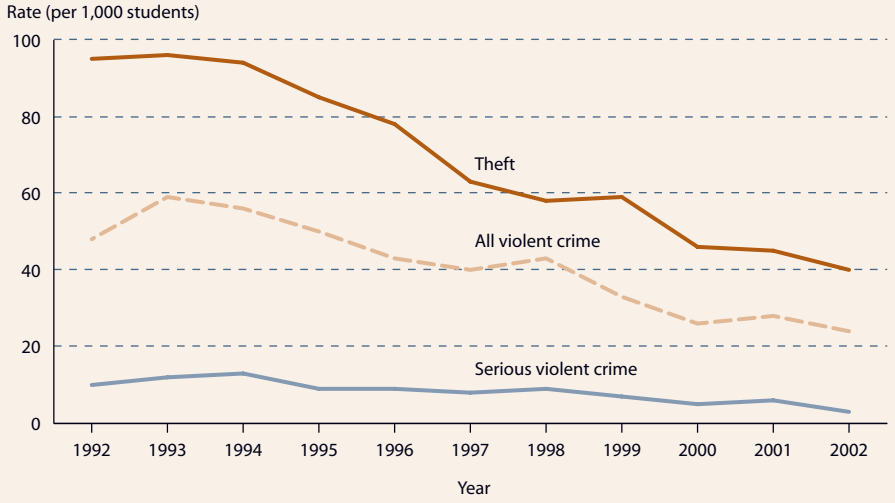
Theft and violence that occurs at school[1] can lead to a disruptive and threatening environment, physical injury, and emotional stress, all of which can be obstacles to student achievement (Elliott, Hamburg, and Williams 1998). To measure the prevalence of theft and violence in our nation's schools, this indicator examines nonfatal crime rates per 1,000 students, ages 12–18, from 1992 through 2002. Nonfatal crime includes theft and all violent crime; all violent crime includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) and simple assault.

From 1992 through 2002, crime rates against students at school declined by 58 percent for theft (from 95 to 40 crimes per 1,000 students), 50 percent for all violent crime (from 48 to 24 crimes per 1,000 students), and 70 percent for serious violent crime (from 10 to 3 crimes per 1,000 students) (see supplemental table 30-1). The rates for these crimes also decreased for the time when students were away from school. Furthermore, in each of the years observed, the rates for serious violent crime were lower when students were at school than when they were away from school.

In 2002, middle school-aged students (ages 12–14) were more likely than high school-aged students (ages 15–18) to be victims of crime at school (see supplemental table 30-2). However, high school-aged students were more likely to be victims of crime away from school. The rates of theft and serious violent crime at school were higher for urban and suburban students than for rural students. Students from high-income households were more likely than students from low-income households[2] to be victims of theft at school. In contrast, students from low-income households were more likely than students from high-income households to be victims of theft away from school.

In 2002, White students were more likely than Hispanic students to be victims of theft at school, but no differences were detected between White students and students of any other racial groups. No differences were found between males and females in the rates at which they were victims of theft, violent crime, and serious violent crime at school.

**TRENDS IN VICTIMIZATION: Rate of nonfatal crime against students ages 12–18 at school or on the way to or from school per 1,000 students, by type of crime: 1992–2002**




[1] "At school" includes inside the school building, on school property, or on the way to and from school.

[2] High-income households are households with incomes of $75,000 or more per year. Low-income households are those with incomes of less than $15,000 per year.

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.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 30-1, 30-2

Elliott, Hamburg, and Williams 1998

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# Section 5

# *Contexts of Postsecondary Education*

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*College Resources*

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*State Policy*

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# Section 5: Website Contents

This List of Indicators includes all the indicators in Section 5 that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000–2005 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.


| | *Indicator–Year* |
|---|---|
| *Characteristics of Postsecondary Students* | |
| Minority Student Enrollments | 31–2005 |
| Employees Who Study | 29–2004 |
| *Programs and Courses* | |
| Top 30 Postsecondary Courses | 30–2004 |
| Degrees and Fields of Study | 33–2003 |
| *Learning Opportunities* | |
| Remedial Coursetaking | 31–2004 |
| Distance Education at Postsecondary Institutions | 32–2004 |
| *Special Programs* | |
| Services and Accommodations for Students With Disabilities | 34–2003 |
| *Faculty and Staff* | |
| Faculty Salary, Benefits, and Total Compensation | 32–2005 |
| Time Allocation of Full-Time Instructional Faculty | 51–2001 |
| *College Resources* | |
| Electronic Services in Academic Libraries | 33–2005 |
| *State Policy* | |
| State Transfer and Articulation Policies | 34–2005 |

# Introduction: Contexts of Postsecondary Education

The indicators in this section of *The Condition of Education* examine features of postsecondary education, many of which parallel those presented in the previous section on elementary and secondary education. There are 10 indicators in this section: 4, prepared for this year's volume, appear on the following pages, and all 10, including indicators from previous years, are on the Web (see Website Contents on the facing page for a full list of the indicators).

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

One important feature of postsecondary education is the courses and programs of study that students take. College transcripts are used in an indicator on the Web to trace the top 30 courses taken by college graduates over the past three decades in order to measure stability and change in student coursetaking. Another indicator shows trends in the distribution of postsecondary degrees across fields of study.

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

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

The faculty are a critical resource for colleges and universities. They teach students, conduct research, and serve their institutions and communities. A new indicator in *The Condition of Education* examines trends in faculty salaries at different levels and across types of institutions.

Finally, state policy issues are matters of concern to postsecondary institutions. One new indicator in this volume examines the changes in the use of technology in academic libraries, and another describes state policies designed to promote transfer from community colleges to 4-year colleges and universities.

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

# Characteristics of Postsecondary Students

## Minority Student Enrollments

*In 2002, Black students were more than twice as likely as Hispanic students to attend an institution where they made up at least 80 percent of the total enrollment, reflecting in part the existence of institutions established principally to educate Black Americans.*

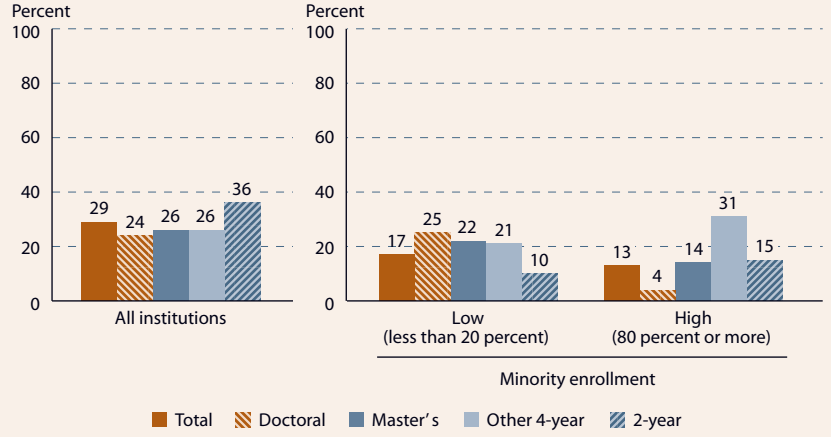
Twenty-nine percent of all students enrolled in degree-granting institutions in 2002 were racial/ethnic minorities—that is, they were American Indian, Asian/Pacific Islander, Black, or Hispanic.[1] This indicator first compares the percent minority enrollment across types of institutions and then examines two measures of racial isolation: the percentage of minority students who were attending institutions with low- and high-minority enrollments (defined as less than 20 percent and 80 percent or more, respectively); and for Asians/Pacific Islanders, Blacks, and Hispanics,[2] how many of their own racial/ethnic group were at the institutions they attended.

At each type of 4-year institution, roughly one-quarter of students (24–26 percent) were minorities (see figure on this page and supplemental table 31-1). Public 2-year institutions had proportionately more minority students (36 percent) than 4-year institutions.

Although the percentages of students who were minorities were similar across types of 4-year institutions, minority students who attended doctoral and master's institutions were more likely to be at an institution with a low- minority enrollment than at one with a high-minority enrollment; however, minority students who attended other 4-year institutions were more likely to be at an institution with a high- rather than low-minority enrollment.

For minority students, the likelihood of attending an institution with a high concentration of their own racial/ethnic group depends partly, but not entirely, on the size of the group. In 2002, Black and Hispanic students accounted for similar percentages of total enrollment (12 and 10 percent, respectively), and about one-fifth of each group attended institutions where they were the majority (see figure on facing page). However, Blacks were more than twice as likely as Hispanics to attend an institution where they made up at least 80 percent of the total enrollment (12 vs. 5 percent). Asians/Pacific Islanders accounted for a relatively low proportion of overall enrollment (6 percent); consequently, two-thirds of them attended an institution where less than 20 percent of the total enrollment was Asian/Pacific Islander. These overall patterns for individual racial/ethnic groups varied by type of institution (see supplemental table 31-3).

**MINORITY ENROLLMENT: Percentage of students who were minorities at all degree-granting institutions and, among minority students, percentage at institutions with low and high percentages of minorities, by type of institution: Fall 2002**




[1] Includes undergraduate, graduate, and first-professional students. Nonresident aliens are included in the total enrollment (i.e., the denominator), but none are considered minority students.

[2] American Indians constituted 1 percent of total enrollment and were not examined separately. See supplemental table 31-2 for data on American Indians.

NOTE: 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.

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).

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 8

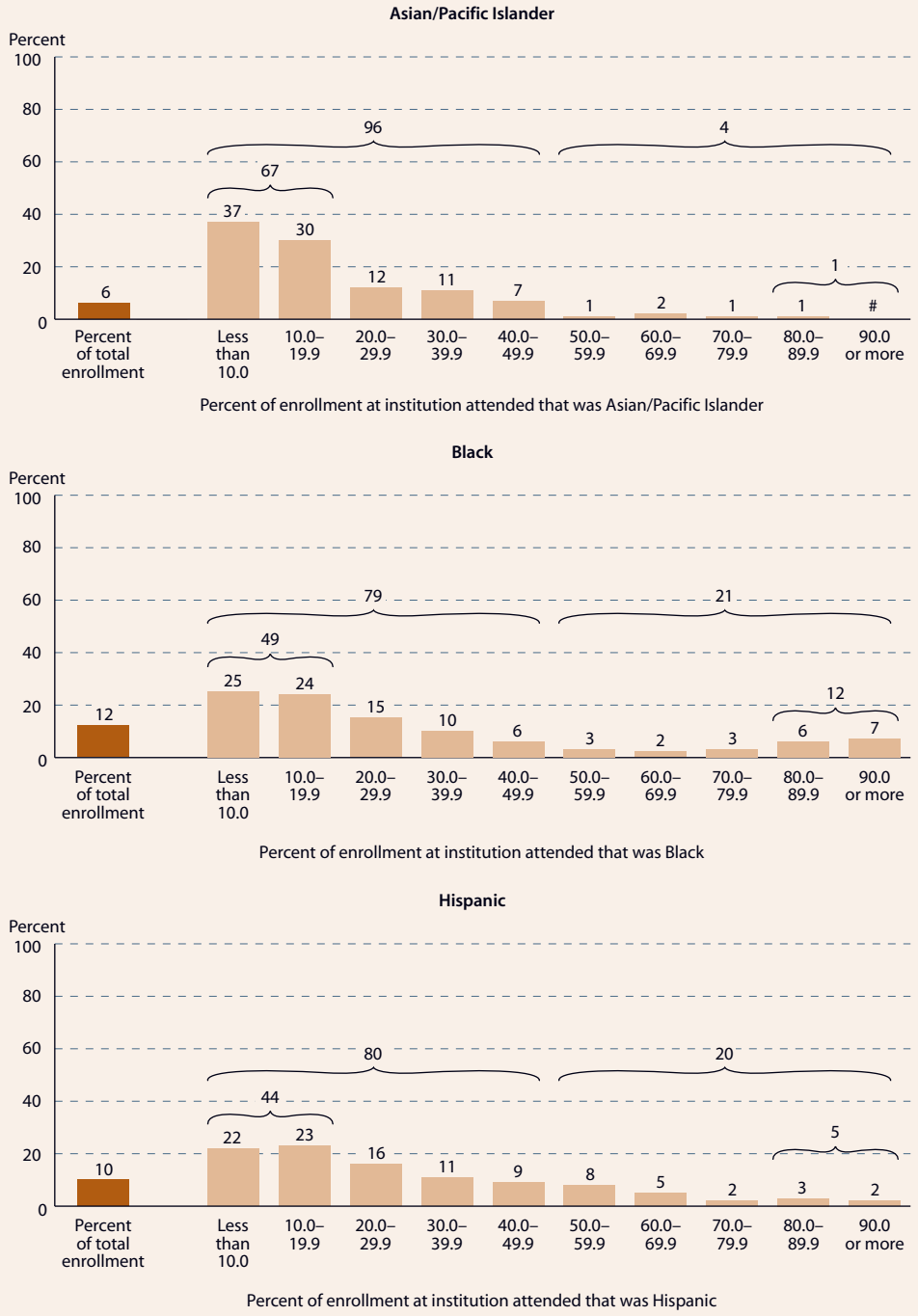
Supplemental Tables 31-1, 31-2, 31-3

NCES 2004–062
NCES 2002–051
NCES 2005–025

Twelve percent of Black students attended Historically Black Colleges and Universities (HBCUs), defined as degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans (see supplemental table 31-2).

Forty-seven percent of Hispanic students attended Hispanic Serving Institutions (HSIs), defined in legislation as degree-granting institutions with full-time-equivalent undergraduate enrollment of Hispanic students at 25 percent or more.

**ENROLLMENT BY RACE/ETHNICITY: Percentage of students enrolled in degree-granting institutions who were Asian/Pacific Islander, Black, and Hispanic and, for each racial/ethnic group, the percentage distribution of students by their racial/ethnic enrollment concentration at the institution attended: Fall 2002**




# Rounds to zero.

NOTE: Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. 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. Detail may not sum to totals because of rounding.

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).

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 8

Supplemental Tables 31-1, 31-2, 31-3

NCES 2004–062
NCES 2002–051
NCES 2005–025

# Faculty and Staff

## Faculty Salary, Benefits, and Total Compensation

*Average inflation-adjusted salaries for full-time instructional faculty increased 8 percent from 1987–88 to 2002–03. Faculty at private 4-year doctoral universities earned more and received more in benefits than faculty at other types of institutions.*

The average salary, adjusted for inflation, for full-time instructional faculty decreased during the late 1970s and increased to recover these losses by the late 1980s. The average salary remained relatively stable over the next decade and then increased from the late 1990s. In 2002–03, the average salary for full-time instructional faculty was $62,800, about $4,400 more than the salary in 1987–88.

Average salaries were higher in 2002–03 than in 1987–88 for faculty in each academic rank except for the "no rank" category. The increase was greatest for instructors, whose average salary increased by 27 percent. The average salary increased at most types of institutions, ranging from a low of 1 percent at 2-year institutions to a high of 12 percent at doctoral universities; it also increased more at private than at public institutions (see supplemental table 32-1).

Faculty earned the most, on average, at private 4-year doctoral universities. In 2002–03, the average salary for full-time instructional faculty at private 4-year doctoral universities was $82,500, about $9,700 more than the average salary at public 4-year doctoral universities and from $23,600 to $47,500 more than at other types of institutions.

Fringe benefits for faculty have increased proportionately more than salaries. In 2002–03, full-time instructional faculty received benefits averaging $15,500, a 34 percent increase since 1987–88, compared with an 8 percent increase in average salary. As with salaries, faculty in private 4-year doctoral institutions received more in benefits, on average, than their colleagues in other types of institutions. Full-time instructional faculty across all institutions received a total compensation package (salary and benefits) averaging $78,300 in 2002–03, about $8,300 more than they had received in 1987–88. About half of this increase is due to salary increases and half to benefit increases.

From 1987–88 to 2002–03, the share of full-time instructional faculty on 11- or 12-month contracts increased from 14 to 17 percent; however, their average salary and benefits increased less than those of faculty on 9- or 10-month contracts (4 vs. 8 percent for salaries and 19 vs. 37 percent for benefits) (see supplemental table 32-2).

**FACULTY SALARIES: Average salaries of full-time instructional faculty at degree-granting institutions by academic rank and type of institution, average fringe benefits, and total compensation: Selected academic years, 1977–78 to 2002–03**

| Compensation, salary, and benefits[1] | 1977–78 | 1982–83 | 1987–88 | 1992–93 | 1997–98 | 2002–03 | Percent change 1987–88 to 2002–03 |
|---|---|---|---|---|---|---|---|
| | [In constant 2002–03 dollars] | | | | | | |
| **Total compensation** | **$66,600** | **$63,100** | **$70,000** | **$72,700** | **$73,500** | **$78,300** | **11.9** |
| Salary | 57,000 | 52,100 | 58,400 | 59,000 | 59,700 | 62,800 | 7.5 |
| Academic rank | | | | | | | |
| Professor | 77,000 | 68,600 | 76,800 | 77,900 | 79,300 | 86,100 | 12.1 |
| Associate professor | 58,000 | 51,800 | 57,500 | 58,100 | 58,600 | 62,800 | 9.2 |
| Assistant professor | 47,400 | 42,300 | 47,400 | 48,200 | 48,400 | 52,800 | 11.4 |
| Instructor | 38,300 | 34,100 | 37,200 | 37,800 | 38,100 | 47,300 | 27.2 |
| Lecturer | 44,200 | 38,500 | 42,500 | 40,300 | 40,900 | 43,700 | 2.8 |
| No rank | 52,100 | 46,600 | 49,600 | 48,100 | 49,000 | 46,500 | -6.3 |
| Type of institution | | | | | | | |
| Doctoral universities | 64,600 | 59,400 | 67,500 | 68,600 | 70,800 | 75,500 | 11.9 |
| Master's colleges and universities | 55,700 | 50,300 | 56,400 | 55,100 | 56,000 | 57,800 | 2.5 |
| Other 4-year | 47,400 | 44,600 | 48,800 | 50,400 | 50,400 | 52,700 | 8.0 |
| 2-year | 52,200 | 46,800 | 50,600 | 49,300 | 50,100 | 51,000 | 0.8 |
| Fringe benefits | 9,600 | 11,000 | 11,600 | 13,700 | 13,800 | 15,500 | 33.6 |

[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 8* for more information on types of institutions.

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

FOR MORE INFORMATION:

Supplemental Notes 8, 9

Supplemental Tables 32-1, 32-2

# College Resources

## Electronic Services in Academic Libraries

*Academic libraries are not only providing a broad array of electronic services to their primary clientele, but are also increasingly providing these services to off-campus users other than their primary clientele.*

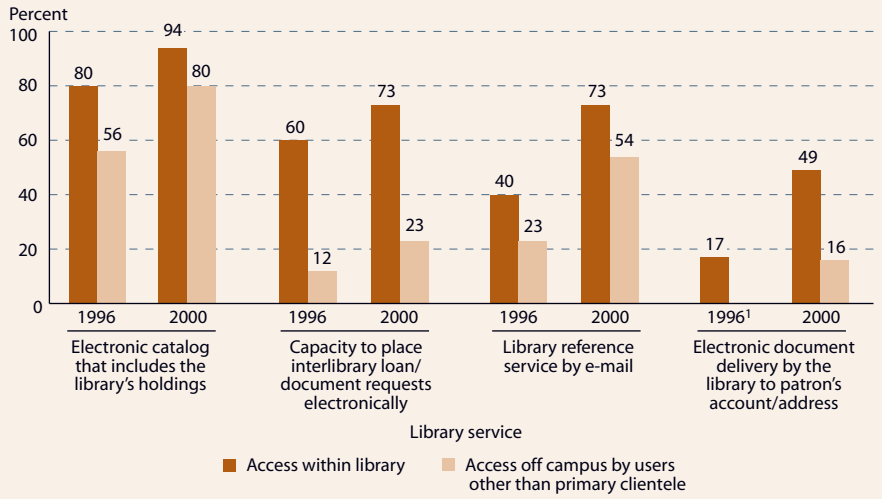
The past two decades have brought unprecedented changes in technology for academic libraries. Libraries once focused on helping users identify, retrieve, and use materials within the library building. Now they are supporting these activities with a broad array of electronic services, and increasingly, users can access these services from locations outside the library (Lougee 2002).

In 2000, electronic catalogs were almost universal: 94 percent of all institutions with academic libraries had an electronic catalog, up from 80 percent 4 years earlier. In addition, libraries have expanded electronic services intended to make it easier for patrons to access library resources. For example, 73 percent of institutions with academic libraries allowed patrons to place interlibrary loans or request documents electronically in 2000, versus 60 percent in 1996. In addition, 73 percent provided reference service by e-mail in 2000, versus 40 percent in 1996, and 49 percent delivered documents electronically in 2000 versus 17 percent in 1996. In addition to expanding electronic services, academic libraries have made access more convenient for their primary clientele, who increasingly can access the services from elsewhere on campus or off campus (see supplemental table 33-1).

Many academic libraries are taking advantage of technology to serve a broader clientele. For example, in 2000, 80 percent of institutions with academic libraries made their electronic catalogs available to off-campus users other than their primary clientele; 54 percent provided these off-campus users with electronic reference services by e-mail; 23 percent allowed them to place interlibrary loan and document requests electronically; and 16 percent provided electronic document delivery.

Academic libraries at institutions with graduate programs have generally led in providing electronic services, but gaps between institution types are narrowing. For example, at least 96 percent of libraries in the research, doctoral, and master's Carnegie categories had electronic catalogs by 1996, compared with 83 percent of libraries in baccalaureate institutions and 77 percent in associate of arts institutions. By 2000, however, 97 percent of baccalaureate and 93 percent of associate of arts institutions with libraries had electronic catalogs.

**ELECTRONIC SERVICES: Percentage of degree-granting institutions with libraries that have selected electronic services, by type of access: 1996 and 2000**




[1] Data for access by users other than primary clientele were not collected in 1996.

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

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).

FOR MORE INFORMATION:

Supplemental Notes 3, 8

Supplemental Table 33-1

Lougee 2002

# State Policy

## State Transfer and Articulation Policies

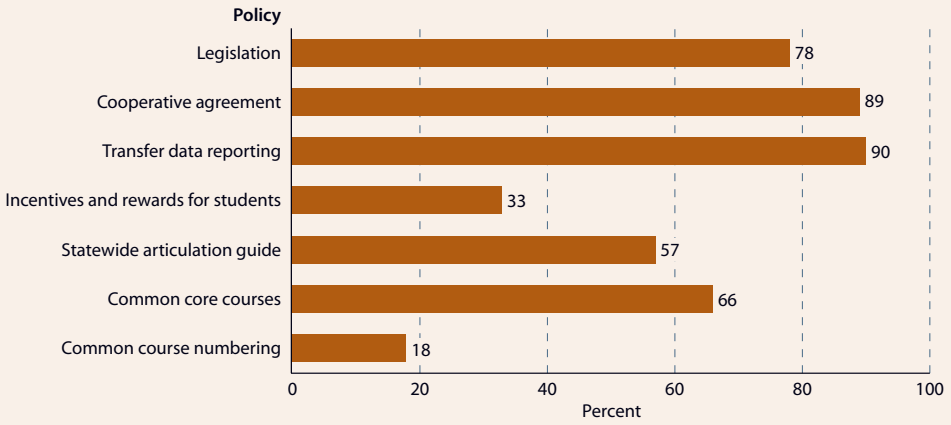
*A majority of states have implemented laws and policies to promote the successful transfer of students from community colleges to 4-year institutions.*

Preparing students to transfer to a 4-year institution is vital to the community college mission. One-quarter of students who started at a public 2-year institution in 1995–96 intended to transfer to a 4-year institution and earn a bachelor's degree; by 2001, 51 percent of these students had transferred (NCES 2003–067, *indicator 19*). Some students whose original goal was less than a bachelor's degree had also transferred by 2001. The overall transfer rate (including both those who had originally intended to transfer and those who had not) was 29 percent.

A majority of states have instituted policies to facilitate transfers (Education Commission of the States 2001): 30 states have written transfer and articulation policy into legislation, and 40 states have established statewide cooperative agreements among institutions or departments (see supplemental table 34-1). To monitor success, 33 states require institutions to report transfer data. To encourage transfers, 18 states provide incentives and rewards such as special financial aid, guaranteed credit transfer, or priority admission. To help prospective transfer students, 26 states have developed statewide articulation guides to describe transfer requirements and procedures. In addition, 23 states have developed a common core of required courses to eliminate confusion about what students need to take. Finally, 8 states have adopted a common course numbering system for 2- and 4-year institutions to clarify which credits are transferable.

While it is useful to monitor how many states have instituted various transfer policies, it is also important to know how many students are affected by them. In fall 2000, 48 percent of all community college students were enrolled in just 5 states (California, Florida, Illinois, New York, and Texas) (see supplemental table 34-1). Thus, policies adopted in these and other states with large numbers of community college students have a relatively large impact. In fall 2000, most community college students attended institutions in states with legislation on transfer and articulation (78 percent), cooperative agreements (89 percent), and requirements for reporting transfer data (90 percent). More than half attended institutions in states with common core courses (66 percent) and statewide articulation guides (57 percent).

**TRANSFER AND ARTICULATION POLICIES: Percentage of public 2-year students enrolled in institutions in states with selected transfer and articulation policies: 2000**




NOTE: Transfer is the procedure by which credits students earn at one institution are applied toward a degree at another institution; articulation refers to the statewide policies and/or agreements among institutions to accept the transfer of credits. For more information, see http://www.ecs.org/html/issue.asp?issueid=220. A summary of state policies and activities enacted since 2001 is available at http://www.ecs.org. Much of this recent activity refines or expands earlier policies.

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, "Fall Enrollment Survey" (IPEDS-EF:00).

FOR MORE INFORMATION:

Supplemental Notes 3, 10

Supplemental Table 34-1

NCES 2003–067, *indicator 19*

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# Section 6

# *Societal Support for Learning*

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*Financing for Postsecondary Education*

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# Section 6: Website Contents

This List of Indicators includes all the indicators in Section 6 that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000–2005 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.


| | *Indicator–Year* |
|---|---|
| *Family Support* | |
| Early Development of Children | 35–2005 |
| Early Literacy Activities | 37–2003 |
| *Community Support* | |
| Care Arrangements for Children After School | 33–2004 |
| Children's Activities After School | 34–2004 |
| Parents' Attitudes Toward Schools | 40–2002 |
| *Financing for Elementary and Secondary Education* | |
| Public Elementary and Secondary Expenditures by District Poverty | 36–2005 |
| Public Elementary and Secondary Expenditures by District Location | 35–2004 |
| Changes in Sources of Public School Revenue | 37–2005 |
| General and Categorical Funding in Elementary and Secondary Education | 41–2003 |
| Expenditures in Public Elementary and Secondary Schools by Expenditure Category | 38–2005 |
| Public Effort to Fund Elementary and Secondary Education | 39–2005 |
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| *Financing for Postsecondary Education* | |
| Institutional Aid at 4-Year Colleges and Universities | 37–2004 |
| Federal Grants and Loans | 42–2003 |
| Debt Burden of College Graduates | 38–2004 |
| Public Effort to Fund Postsecondary Education | 40–2005 |
| *Financing for Adult Learning* | |
| Employer Support for Adult Education | 44–2003 |

# Introduction: Societal Support for Learning

The indicators in this section of *The Condition of Education* look at the contributions, both financial and otherwise, that society and its members—individuals, families, employers, and other institutions or organizations in the community—make to support education. There are 17 indicators in this section: 6, prepared for this year's volume, and all 17, including indicators from previous years, appear on the Web (see Website Contents on the facing page for a full list of the indicators).

Parents and families support learning and education directly through helping their children learn to read, communicate with others, and value learning. As the children grow, parents may help them with their homework, visit with their teachers, and become involved in other school activities. In *The Condition of Education*, the primary focus is on the nature and frequency of such family involvement in the educational development of children through home life and at school. One indicator in this volume measures selected family activities with children about 9 months of age.

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

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

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

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

# Family Support

## Early Development of Children

*Children about 9 months of age without family risk factors, such as poverty, are more likely to have family members who read to them, tell them stories, and sing to them daily.*

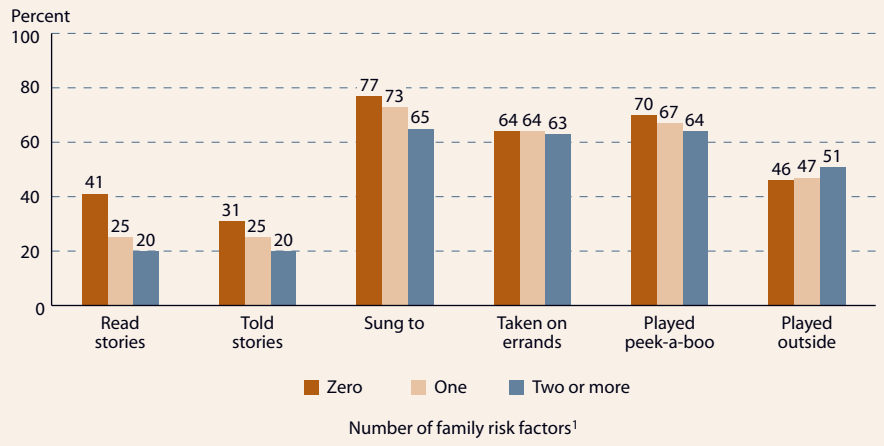
The Early Childhood Longitudinal Study, Birth Cohort (ECLS–B) has been collecting information on a cohort of children who were born in 2001 and will follow them through 2007, when most will have entered 1st grade. The study focuses on children's early development, specifically looking at how American parents raise, nurture, and prepare their children for school. More than 60 percent of children who were about 9 months of age in 2001–02 had a family member sing to them, take them on errands, and play peek-a-boo daily (see supplemental table 35-1). In addition, on a daily basis, 47 percent of children also were taken outside for play, 33 percent were read to, and 27 percent were told stories by a family member.

The number of family risk factors (living in a household below the poverty level, having a non-English primary home language, having a mother whose highest education was less than a high school diploma or equivalent, and living in a single-parent household) was negatively associated with children about 9 months of age on a daily basis being read to, told stories, or sung to by a family member.

Several demographic characteristics were also related to the likelihood of families undertaking these activities with children about 9 months of age on a daily basis. White children were more likely to have been read to than those in other racial/ethnic groups and more likely than all except Asian/Pacific Islander children to be told stories daily. Asian/Pacific Islander children were less likely than children in other groups to be taken on errands. Mother's education was positively associated with the likelihood of children being read to, sung to, and told stories daily by family members. Reading, singing, and playing peek-a-boo were also positively associated with speaking English as the primary language in the home and negatively associated with poverty.

Another aspect of a child's development is the acquisition of motor skills, such as independent walking, and mental skills, such as exploring purposefully and babbling. Because children about 9 months of age are rapidly acquiring these skills, their age at the time of the assessment had a significant impact on the results (see supplemental tables 35-2 and 35-3). Little variation in mental and motor skills was found by any demographic characteristic among children of this age in 2001–02.

**PARENT-CHILD INTERACTIONS: Percentage of children about 9 months of age who engaged in selected activities with a family member daily in a typical week, by number of family risk factors: 2001–02**




[1] 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 motor and mental assessment discussed 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).

FOR MORE INFORMATION:

Supplemental Notes 1,3

Supplemental Tables 35-1, 35-2, 35-3

NCES 2005–036

Bayley 1993

# Financing for Elementary and Secondary Education

## Public Elementary and Secondary Expenditures by District Poverty

*Total expenditures per student in 1999–2000 were highest in the most affluent school districts and next highest in the least affluent school districts.*

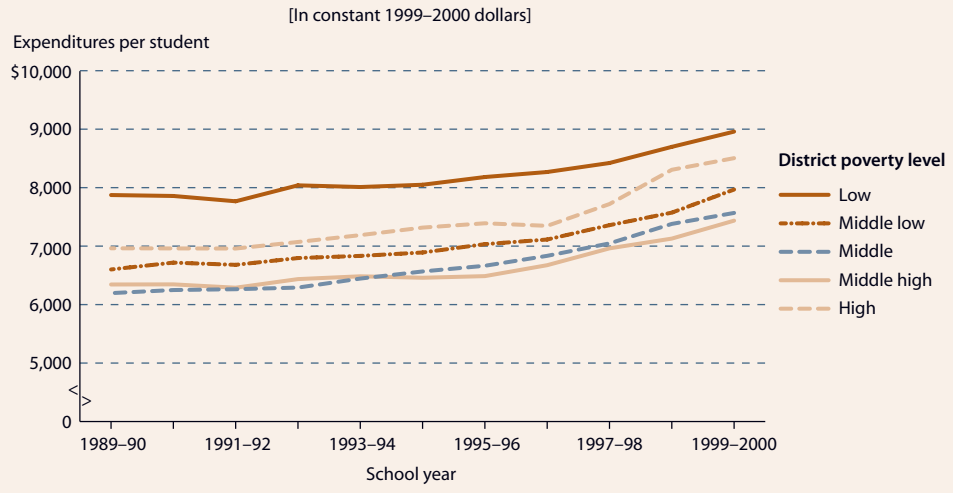
This indicator examines total expenditures per student and current expenditures per student in public elementary and secondary schools, in constant 1999–2000 dollars, between 1989–90 and 1999–2000 by a proxy measure for low-income family status: eligibility for the free lunch program. Total expenditures per student include all expenditures allocable to per student costs—current expenditures for regular school programs, capital outlay, and interest on school debt—divided by fall enrollment. Current expenditures include instructional, administrative, and operation and maintenance expenditures.

For each year, regular 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.

Between 1989–90 and 1999–2000, total expenditures per student increased by 19 percent, from $6,794 to $8,085, with about three-quarters of this increase occurring after 1995–96 (see supplemental table 36-1). In 1999–2000, the highest total expenditures per student ($8,957) were in the low-poverty districts. The next highest expenditures per student ($8,503) were in the high-poverty districts. The lowest expenditures per student ($7,434) were in the middle high-poverty districts. Between 1989–90 and 1999–2000, total expenditures per student increased the most for the high- and middle-poverty districts (each 22 percent) and the middle low-poverty districts (21 percent). Expenditures in the low-poverty districts increased the least (14 percent).

Current expenditures per student followed the same pattern as total expenditures per student. The low-poverty districts had the highest current expenditures per student in 1999–2000 ($7,302), and the high-poverty districts had the next highest ($7,247) (see supplemental table 36-2). Likewise, current expenditures per student increased more slowly from 1989–90 to 1999–2000 for the low-poverty districts than for the other districts.

**TOTAL EXPENDITURES PER STUDENT: Regular public school district expenditures per student, by district poverty level: 1989–90 to 1999–2000**




NOTE: The National School Lunch Program is a federally assisted meal program for free lunch. To be eligible, a student must be from a household with an income at or below 130 percent of the federal poverty guidelines of the Department of Health and Human Services. See *supplemental note 1* for further information about this program. See *supplemental note 9* for further definitions of the types of expenditures and other accounting terms. 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.

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. Retrieved January 2005 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005863.

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 9

Supplemental Tables 36-1, 36-2

NCES 2004–077

NCES 2005–863

# Financing for Elementary and Secondary Education

## Changes in Sources of Public School Revenue

*The proportion of total public school revenue from property taxes declined in both the Midwest and Northeast from 1989–90 to 2001–02, while the proportion grew in the South.*

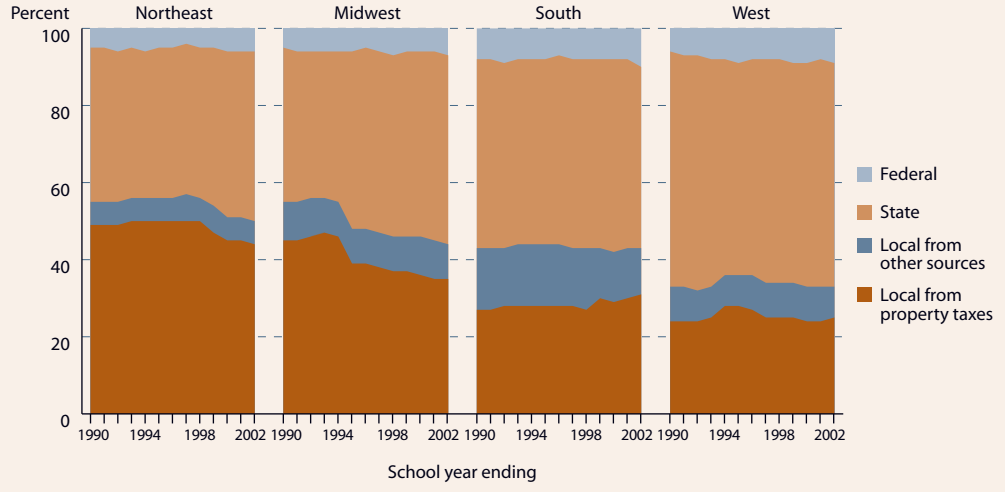
The proportion of total revenue for public elementary and secondary education from local sources declined from 47 percent in 1989–90 to 43 percent in 2001–02 (see supplemental table 37-2). This decline reflects decreases in the proportion of local revenue from both property tax revenue (36 to 34 percent) and other local revenue (11 to 9 percent). Conversely, the proportion of total revenue from both federal and state sources increased between these years. Despite the declines in the proportions of local revenue from both property taxes and other local revenue sources, the amount from each source of revenue increased in constant dollars from 1989–90 to 2001–02 (see supplemental table 37-1). During this period, total revenues increased 43 percent.

The Midwest experienced the largest decreases in the proportion of total revenue from local sources: local funding there dropped from 55 percent of all revenue for public elementary and secondary education in 1989–90 to 44 percent in 2001–02. Declines in the proportion of property tax revenue, which decreased from 45 to 35 percent during this period, accounted for most of this decrease.[1] The Northeast also experienced declines in the proportion of revenue from local sources, though these declines were smaller than in the Midwest. In both regions, there were increases in the proportion of total revenue from federal and state sources.

Different patterns were seen in the South and West during this period. These regions experienced little change (less than 1 percentage point) in the proportion of revenue from local sources. However, the proportion of funding from property tax revenue in the South increased from 27 percent in 1989–90 to 31 percent in 2001–02. In contrast, the proportion of funding from property taxes was largely unchanged in the West (a difference of less than 1 percentage point). In both the South and the West, the proportion of revenue from state sources decreased.

In 2001–02, as in earlier years, the Northeast relied to a greater degree on property tax revenues than the other regions. The difference in their reliance on property tax revenues between the Northeast and the Midwest increased from 1989–90 to 2001–02. The differences between the Northeast and the other two regions decreased during that time.

**CHANGES IN REVENUE SOURCES: Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: 1989–90 to 2001–02**




[1] There was a decline in the property tax in Michigan from 1993–94 to 1994–95. During that period, the proportion of total revenue from property taxes fell from 59 to 21 percent in Michigan and from 46 to 39 percent for all the Midwest.

NOTE: Detail may not sum to totals because of rounding. Other local government revenue includes revenue from such sources as local nonproperty taxes, investments, and revenue from student activities, textbook sales, transportation and tuition fees, and food services. Property tax revenue and other local government revenues were imputed for Texas for 1992–93. See *supplemental note 9* for information about revenue for public elementary and secondary schools. Estimates are revised from previous publications.

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

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 9

Supplemental Tables 37-1, 37-2

NCES 2002–025, *indicator 43*

# Financing for Elementary and Secondary Education

## Expenditures in Public Elementary and Secondary Schools by Expenditure Category

*Expenditures per student rose 24 percent in constant dollars from 1989–90 to 2001–02, with capital expenditures increasing the fastest.*

This indicator examines expenditures per student in fall enrollment in public elementary and secondary schools, in constant dollars, by major expenditure category and region, between 1989–90 and 2001–02. Total expenditures per student include all expenditures allocable to per student costs divided by fall enrollment. Total expenditures consist of current expenditures (instruction, administration, operation and maintenance, and some components of other expenditures), capital expenditures (capital outlays plus interest), and the remaining components of other expenditures.

Total expenditures per student in constant dollars rose 24 percent from $7,365 in 1989–90 to $9,139 in 2001–02. This increase in total expenditures was not evenly distributed among the major categories of expenditures (see supplemental table 38-1). Among the five major categories of expenditures, spending on capital outlays plus interest increased the most between these years (70 percent). In contrast, instructional expenditures increased 21 percent.

In 2001–02, 52 percent of the $9,139 spent on students in public elementary and secondary schools went toward instructional expenditures such as teacher salaries and benefits (see supplemental table 38-2). About 14 percent went toward capital expenditures, 8 percent toward operation and maintenance, 7 percent toward administration, and 20 percent toward other items, including transportation, food services, and student support. Looking at total expenditures per student by region in 2001–02 reveals that expenditures per student were greatest in the Northeast, followed by the Midwest, West, and South. This regional pattern held true for each of the major expenditure categories except capital expenditures, which were highest in the Midwest.

NOTE: Detail may not sum to totals because of rounding. Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2001–02 dollars. 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.

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.

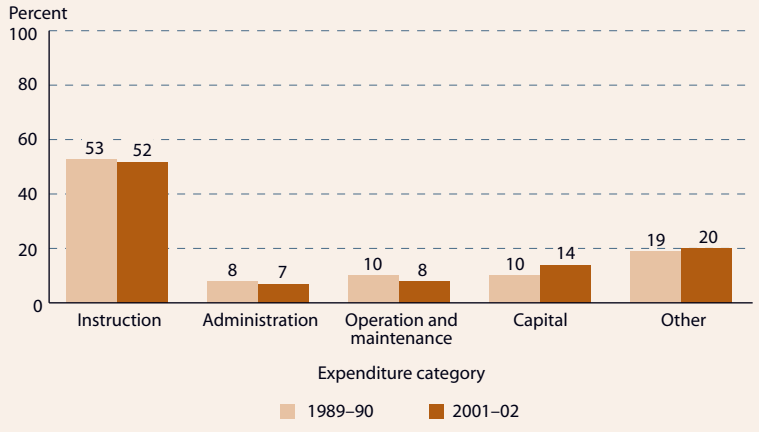
FOR MORE INFORMATION:

Supplemental Notes 1, 3, 9

Supplemental Tables 38-1, 38-2

NCES 2004–077, *indicator 35*

**EXPENDITURES BY CATEGORY: Percentage distribution of total expenditures in public elementary and secondary schools, by expenditure category: 1989–90 and 2001–02**



# Financing for Elementary and Secondary Education

## Public Effort to Fund Elementary and Secondary Education

*After changing little throughout most of the 1990s, public revenue for elementary and secondary education as a percentage of gross domestic product increased each year from 1997–98 to 2001–02.*

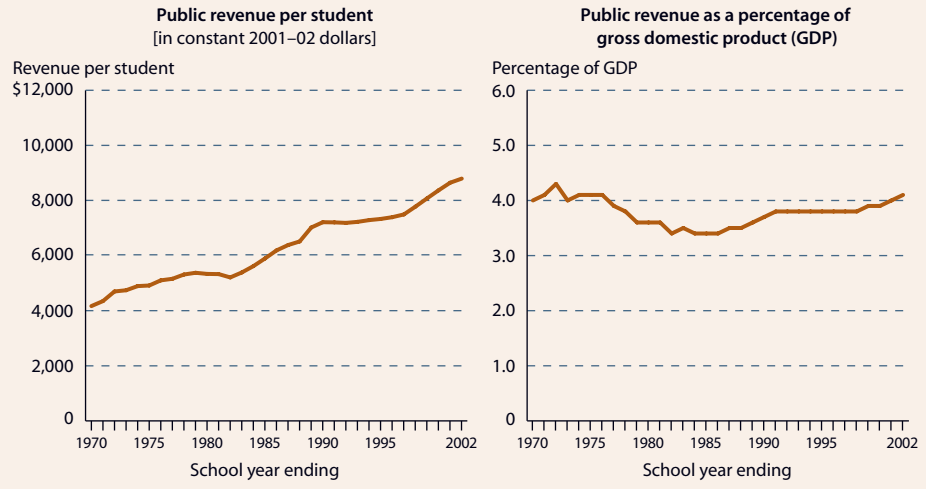
Two ways in which public fiscal support for education can be assessed include measuring the level of public investment per student and measuring the level of public investment in relation to the total value of goods and services produced in the domestic economy. This indicator discusses both measures, using total public revenues for education from the local, state, and federal levels as the level of public investment. The first measure is the average level of public resources devoted to the education of each public school student. The second measure is total public revenue for education expressed as a percentage of the gross domestic product (GDP). It can be interpreted as the public's share of total national economic resources devoted to elementary and secondary education, or as the level of governmental investment in elementary and secondary education in relation to the total production of goods and services in the United States.

Public revenue per student at the elementary and secondary levels generally increased between the 1969–70 and 2001–02 school years in constant dollars (see supplemental table 39-1). One exception to this pattern occurred from 1978–79 to 1981–82, when public revenues per student declined by 3 percent. The general increases in revenue per student over recent decades took place in both periods of declining and rising enrollments.

The changes in public revenue per student do not parallel shifts in the index of governmental effort for elementary and secondary education. After fluctuating in the early half of the 1970s, public revenue for elementary and secondary education as a percentage of GDP decreased over the next 9 years (see supplemental table 39-2). Since the mid-1980s public revenue for elementary and secondary education as a percentage of GDP has generally increased. After first declining and then increasing, public revenue as a percentage of GDP, was of similar magnitude in 2001–02 as it was in 1969–70 (4.08 and 3.98 respectively). Hence, while public revenues per student increased substantially from 1969–70 to 2001–02 (109 percent), public revenue as a percentage of GDP did not.

For comparisons of expenditures for elementary and secondary education in the United States with those of other countries, see NCES 2004–077, *indicator 36*.

**PUBLIC EFFORT: Indicators of public effort to fund elementary and secondary education: 1969–70 to 2001–02**




NOTE: 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.

SOURCE: U.S. Department of Commerce, Bureau of Economic Analysis, 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.

FOR MORE INFORMATION:

Supplemental Notes 3, 9

Supplemental Tables 39-1, 39-2

NCES 2004–077, *indicator 36*

Indicator 3

# Financing for Postsecondary Education

## Public Effort to Fund Postsecondary Education

*From 1969–70 to 2000–01, government appropriations per student for public institutions increased 3 percent in constant dollars. During the same period, tuition and fees per student increased 99 percent.*

In 2000–01, public 2- and 4-year degree-granting institutions raised $138 billion in total education and general revenue. Of this sum, $64 billion came from federal, state, and local government appropriations for public degree-granting institutions, $32 billion came from tuition and fees, and $42 billion came from such revenue as private gifts, private and government contracts, and endowment income. This indicator examines this public support for public postsecondary institutions in two ways: by the level of public investment per student—as measured by the sum of federal, state, and local government appropriations per student—and by the governmental effort in the aggregate—as measured by government appropriations as a percentage of gross domestic product (GDP). (See *indicator 39* and *supplemental note 9* for more information about these measures.)

Government appropriations per student for public institutions increased 3 percent from 1969–70 to 2000–01 (from $5,227 to $5,409 in constant dollars) (see supplemental table 40-1). During this same period, the revenues per student of public institutions from sources other than government appropriations increased substantially more than did government appropriations per student. Tuition and fees per student increased from $1,364 to $2,716 (by 99 percent), and other sources of education and general revenues per student increased from $2,204 to $3,571 (by 62 percent). As a result, education and general revenue per student increased by 33 percent during the 31-year period. The share of total education and general revenue from government appropriations declined from 59 to 46 percent, while the share from tuition and fees increased from 16 to 23 percent. The share of total revenue from other education and general revenues increased from 25 to 31 percent.

Governmental appropriations for postsecondary education increased from .66 percent of GDP in 1969–70 to .79 percent in 1975–76 and then decreased to .60 percent in 1999–2000. Between 1999–2000 and 2000–01, the index increased to .64, or back to nearly the level it was in 1969–70 (see supplemental table 40-2).

For comparisons of expenditures for postsecondary education in the United States with those of other countries, see NCES 2004–077, *indicator 36*.

NOTE: Education and general revenue consists of all revenue with the exception of revenue from sales of goods and services that are incidental to the conduct of instruction, research, or public service and from major federally funded research operations. Government appropriations are the sum of appropriations of federal, state, and local governments. 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. See *supplemental note 9* for more information about types of revenue included and excluded from this indicator. Revenues are in constant 2001–02 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 9* for information about the CPI.

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), FY1991 through FY2000 and spring 2002 survey; and U.S. Department of Commerce, Bureau of Economic Analysis, previously unpublished tabulation (November 2004).

FOR MORE INFORMATION:

Supplemental Notes 3, 9

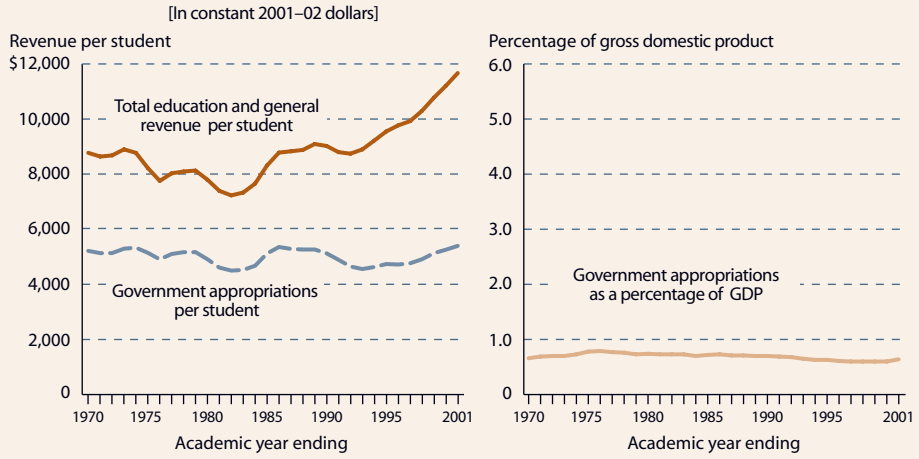
Supplemental Tables 40-1, 40-2

Indicator 39

NCES 2004–077, *indicator 36*

NCES 2003–067, *indicator 40*

**PUBLIC EFFORT: Education and general revenue per student for public degree-granting institutions, by source of funds: 1969–70 to 2000–01**



# *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.*

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# 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]

| | Total enrollment | | | Total enrollment preK–12 by region | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Northeast | | Midwest | | South | | West | |
| Fall of year | Grades preK–12 | Grades preK–8 | Grades 9–12 | 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–8[3]** | | | | | | | | | | |
| 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 9–12[3]** | | | | | | | | | | |
| 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**

[Totals in thousands]

| School year and grade level | 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–8**[1] | | | | | | | | | | |
| 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 9–12**[1] | | | | | | | | | | |
| 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] | 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 Number | 1999 Percentage distribution | 1999 Home-schooling rate[1] | 2003 Number | 2003 Percentage distribution | 2003 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 |

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

[2] Black 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., Bielick, 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**

| | Important | | Most important | |
|---|---|---|---|---|
| Reason | 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**

| | | Minority enrollment | | | |
|---|---|---|---|---|---|
| Fall of year | White | 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**

| | Northeast | | | | | Midwest | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Minority enrollment | | | | | Minority enrollment | | | |
| Fall of year | White | Total | Black | Hispanic | Other | White | 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**

| | South | | | | | West | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Minority enrollment | | | | | Minority enrollment | | | |
| Fall of year | 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**

[In thousands]

| Characteristic | Number | Spoke a language other than English at home | | Spoke English with difficulty[1] | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Total | | Ages 5–9 | | Ages 10–17 | |
| | | Number | Percent of population[2] | 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**

| | Total[1] | | | Mental retardation[2] | | |
|---|---|---|---|---|---|---|
| Sex and race/ethnicity | 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 |

| | Emotional disturbance[5] | | | Specific learning disability[6] | | |
|---|---|---|---|---|---|---|
| Sex and race/ethnicity | 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**

[In thousands]

| | | Sex | | Attendance status | | Type of institution | |
|---|---|---|---|---|---|---|---|
| Year | Total | 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 |
| | | | | Projected[1] | | | |
| 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 |

[1] Projections 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**

| | Ending sounds | | | | Sight words | | | | Words in context | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Characteristic | 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* |

| | Literal inference | | | | Derive meaning | | | | Interpret beyond text | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Characteristic | 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**

| | Ordinality and sequence | | | | Addition and subtraction | | | | Multiplication and division | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Characteristic | 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 |
| *Difference[2]* | *-0.4* | *-1.2* | *#* | *0.4* | *1.6* | *-0.7* | *#* | *-1.6* | *1.2* | *4.4* | *2.3* | *1.1* |
| 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 |
| *Difference[2]* | *32.2* | *8.5* | *0.2* | *-32.0* | *15.5* | *22.3* | *5.1* | *-10.4* | *1.8* | *19.9* | *24.1* | *22.3* |

| | Place value | | | | Rate and measurement | | | |
|---|---|---|---|---|---|---|---|---|
| Characteristic | 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 |
| *Difference[2]* | *0.2* | *1.8* | *8.0* | *7.8* | *#* | *0.1* | *6.8* | *6.8* |
| 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 |
| *Difference[2]* | *0.1* | *3.3* | *28.8* | *28.7* | *#* | *0.3* | *14.9* | *#* |

# 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.

[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 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**

| | Grade 4 | | Grade 8 | |
|---|---|---|---|---|
| State or jurisdiction | 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**

| | Grade 4 | | Grade 8 | |
|---|---|---|---|---|
| State or jurisdiction | 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**

| | Grade 4 | | Grade 8 | |
|---|---|---|---|---|
| State or jurisdiction | 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 Average score in 2003 | Grade 4 Change from 1992[1] average score | Grade 8 Average score in 2003 | Grade 8 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**

| | Grade 4 | | | | Grade 8 | | | |
|---|---|---|---|---|---|---|---|---|
| | | Sex | | | | Sex | | |
| Country | Total | Male | Female | Male-female difference[1] | Total | Male | Female | Male-female difference[1] |
| **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**

| | Grade 4 | | | | Grade 8 | | | |
|---|---|---|---|---|---|---|---|---|
| | | Sex | | | | Sex | | |
| Country | Total | Male | Female | Male-female difference[1] | Total | Male | Female | Male-female difference[1] |
| 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**

| | Grade 4 | | | Grade 8 | | | | |
|---|---|---|---|---|---|---|---|---|
| Country | 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**

| | Grade 4 | | | Grade 8 | | | | |
|---|---|---|---|---|---|---|---|---|
| Country | 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**

| | Grade 4 | | | | Grade 8 | | | |
|---|---|---|---|---|---|---|---|---|
| | | Sex | | | | Sex | | |
| Country | Total | Male | Female | Male-female difference[1] | Total | Male | Female | Male-female difference[1] |
| **International average[2]** | **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**

| | Grade 4 | | | | Grade 8 | | | |
|---|---|---|---|---|---|---|---|---|
| | | Sex | | | | Sex | | |
| Country | Total | Male | Female | Male-female difference[1] | Total | Male | Female | Male-female difference[1] |
| 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**

| | Grade 4 | | | Grade 8 | | | | |
|---|---|---|---|---|---|---|---|---|
| Country | 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**

| | Grade 4 | | | Grade 8 | | | | |
|---|---|---|---|---|---|---|---|---|
| Country | 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: Space and shape | Change and relationships | Quantity | Uncertainty | Problem-solving |
|---|---|---|---|---|---|---|
| **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/ethnicity[1] | | | | |
| 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]

| | Black | | | | White | | | | Hispanic | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | 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**

| | Total population | | | Grades 9–11 | | | Some college | | | Bachelor's degree or higher | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | 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**

| | Ratio of White to Black | | | | | Ratio of White to Hispanic | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Year | 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**

| | | Race/ethnicity[1] | | |
|---|---|---|---|---|
| Year | Total | 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**

| | | Family income[1] | | | | Race/ethnicity[2] | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Low | | Middle | High | White | Black | | Hispanic | |
| Year | Total | 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**

| | Total | | Male | | | Female | | |
|---|---|---|---|---|---|---|---|---|
| Year | 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**

| | | Parents' education[1] | | | | |
|---|---|---|---|---|---|---|
| Year | Total | Less than high school | High school diploma or equivalent | Some college, including vocational/ technical | Bachelor's degree or higher | Not available[2] |
| 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**

| | Enrolled first in home state | | Enrolled first out of state | | |
|---|---|---|---|---|---|
| Characteristic | 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 | Residence in spring 2000: 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**

| | Participated in postsecondary education | | | Earned at least a bachelor's degree | | |
|---|---|---|---|---|---|---|
| Sex and race/ethnicity | 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**

| | Total[1] | | | White | | | Black | | | Hispanic | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | 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**

| | Total[1] | | | White | | | Black | | | Hispanic | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | 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**

| | Total[1] | | | White | | | Black | | | Hispanic | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | 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**

| | | Type of examination | | | Type of question | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Extended-response | | |
| State | Initial grade tested | Minimum competency | Standards-based | End-of-course | Multiple-choice | 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] All | American Indian | Asian | Black | White | Hispanic | English language learners | Students receiving free or reduced-price lunch | Students with disabilities |
|---|---|---|---|---|---|---|---|---|---|---|
| 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**

| | | Race/ethnicity[1] | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| State | Exit examination subject | All | American Indian | Asian | Black | White | Hispanic | English language learners | Students receiving free or reduced-price lunch | Students with disabilities |
| 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[6] | 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/ethnicity[1] | | | | |
| 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: Percentage of students in schools offering: No courses | One to three courses | Four to six courses | Seven or more courses | Average number of courses offered | Advanced English: Percentage of students in schools offering: No courses | One to three courses | Four to six courses | Seven or more courses | Average number of courses offered |
|---|---|---|---|---|---|---|---|---|---|---|
| **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: Percentage of students in schools offering: No courses | One course | Two to three courses | Four or more courses | Average number of courses offered | Advanced foreign language: Percentage of students in schools offering: No courses | One course | Two to three courses | Four or more courses | Average number of courses offered |
|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | **10.7** | **11.6** | **38.4** | **39.3** | **3.3** | **19.9** | **13.0** | **21.5** | **45.6** | **3.9** |
| Race/ethnicity[1] | | | | | | | | | | |
| 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 Elementary | | Students in Middle | | Students in High | |
|---|---|---|---|---|---|---|---|---|
| | Hours per year | Hours per day | 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**

| | Percentage of day in regular education classroom | | | |
|---|---|---|---|---|
| School year | 80 percent or more | 79–40 percent | Less than 40 percent | Not in a regular school |
| 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**

| | In a regular school | | | | Not in a regular school | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Percentage of day in regular education classroom | | | | Separate school facility | | Residential facility | | |
| Race/ethnicity[1] | Total | 80 percent or more | 79–40 percent | Less than 40 percent | Total | Public | Private | Public | Private | Home-bound/ hospital |
| **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**

| | All public schools | | All public charter schools | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Entity granting school charter | | | | Origin | |
| School characteristic | Conventional | Charter | 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**

| | All public schools | | All public charter schools | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Entity granting school charter | | | | Origin | |
| Student characteristic | Conventional | Charter | School district | State board of education | Post-secondary institution | State-chartering agency | Newly created school | Pre-existing school |
| Race/ethnicity[1] | | | | | | | | |
| 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 | All students | | Race/ethnicity of students[1] | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 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 | All students | | Race/ethnicity of students[1] | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 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 |

[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).

# 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**

| | At school | | | | Away from school | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Violent crime | | | | Violent crime | |
| Student characteristic | Total | Theft | All violent crime | Serious violent crime | Total | Theft | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total[1]** | **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**

[In constant 2002–03 dollars]

| Compensation, salary, and benefits[1] | 1977–78 | | 1982–83 | | 1987–88 | | 1992–93 | | 1997–98 | | 2002–03 | | Percent change 1987–88 to 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 |

[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. 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**

[In constant 2002–03 dollars]

| Compensation, salary, and benefits, and percentage distribution of faculty[1] | 1977–78 | 1982–83 | 1987–88 | 1992–93 | 1997–98 | 2002–03 | Percent change 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/ethnicity[1] | | | | | | |
| 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 weight[2] | | | | | | |
| 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 factors[3] | | | | | | |
| 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 catagories 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/ethnicity[1] | | | | | | |
| 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 weight[2] | | | | | | |
| 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 factors[3] | | | | | | |
| 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 catagories 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/ethnicity[1] | | | | | | |
| 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 weight[2] | | | | | | |
| 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 factors[3] | | | | | | |
| 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 catagories 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** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **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** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **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** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **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** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **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** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **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** | **100** | **100** | **100** | **100** | **100** | **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** | **100** | **100** | **100** | **100** | **100** | **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** | **100** | **100** | **100** | **100** | **100** | **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** | **100** | **100** | **100** | **100** | **100** | **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** | **100** | **100** | **100** | **100** | **100** | **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 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]

| | Education and general revenue for public degree-granting institutions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total (in billions) | | | | Per student | | | | |
| School year ending | Total | Government appropriations[1] | Tuition and fees | Other education and general[2] | Total | Government appropriations[1] | Tuition and fees | Other education and general[2] | Enrollment (in millions) |
| 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**

| | Dollars (in billions) | | | | | Percent of GDP | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Education and general revenue | | | | | Education and general revenue | | |
| School year ending | GDP | 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 | $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).

# *Appendix 2*
# *Supplemental Notes*

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# Note 1: Commonly Used Variables

Certain common variables, such as parents' education, race/ethnicity, community type, poverty, and geographic region are used by different surveys cited in *The Condition of Education 2005*. The definitions for these variables can vary from survey to survey and sometimes vary between different time periods for a single survey. This supplemental note describes how several common variables, used in various indicators in this volume, are defined in each of the surveys. In addition, this note describes in further detail certain terms used in several indicators.

## Parents' Education

Parents' level of education is generally measured by either the mother's highest level of educational attainment or the highest level of education attained by either parent. *Indicators 8* and *18*, based upon the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), and *indicator 35*, based upon the Early Childhood Longitudinal Study, Birth Cohort (ECLS–B), both use mother's highest level of education as their measure of parents' education. For both these indicators, mother's education was constructed using a question on the highest grade the mother had completed and whether the mother had obtained a high school equivalency degree if she did not complete high school. *Indicator 3*, based upon the National Household Education Surveys Program (NHES), uses highest level of education attained by either parent. For this indicator, both mother's and father's education was constructed using three questions (1) on the highest grade completed, (2) whether he or she obtained a vocational or technical degree after high school, and (3) whether he or she obtained a high school equivalency degree if he or she had not completed high school. *Indicators 9* and *10* report parents' highest level of education based on a question in the National Assessment of Educational Progress (NAEP) that asked students in 8th and 12th grades to indicate the highest level of education completed by each parent. Students could choose from "did not finish high school," "graduated from high school," "some education after high school," "graduated from college," and "I don't know." As of the 2001 assessment, data were not collected at grade 4 because 4th-graders' responses in previous assessments were highly variable and contained a large percentage of "I don't know" responses.

## Race/Ethnicity

Classifications indicating racial/ethnic heritage are based primarily on the respondent's self-identification, as is the case with data collected by the Bureau of the Census, or, in rare instances, on observer identification. These categories are in accordance with the Office of Management and Budget's standard classification scheme.

Ethnicity is based on the following categorization:

- *Hispanic or Latino*: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Race is based on the following categorization:

- *American Indian or Alaska Native*, not Hispanic or Latino: A person having origins in any of the original peoples of North and South America (including Central America) who maintains tribal affiliation or community attachment.
- *Asian, not Hispanic or Latino*: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.

# Note 1: Commonly Used Variables

Continued

- *Black, not Hispanic or Latino*: A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander*, not Hispanic or Latino: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White, not Hispanic or Latino*: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. In *The Condition of Education*, this category excludes persons of Hispanic origin.
- *More than one race*: A person who selected two or more of the racial categories—White, Black, Asian, Native Hawaiian, or American Indian—when offered the option of selecting one or more racial designations.

Not all categories are shown in all indicators. In some cases, this is because there are insufficient data in some of the smaller categories or because survey sampling plans did not distinguish between groups, such as Asians and Pacific Islanders. In other cases, this occurs because only comparable data categories are shown. For example, the category "More than one race," which was introduced in the 2000 Census and became a regular category for data collection in the Current Population Survey (CPS) in 2003, is sometimes excluded in indicators that present a historical series of data with constant categories, or else it is included within the category "Other."

The introduction of the category "More than one race" follows a change in the Office of Management and Budget's standard classification scheme for race/ethnicity. This change has required changes in the questions asked by the CPS, and it will require further changes in the questions asked of future federal survey participants. As a result of the new classification scheme, distributions by race/ethnicity for 2003 CPS data and for later years may differ somewhat from earlier years. In the Census population estimates for July 1, 2003, about 1.5 percent of national population were classified as "More than one race." (For further details, see http://www.census.gov/popest/national/asrh/NC-EST2003-srh.html.)

In *The Condition of Education 2005*, these definitions of race/ethnicity apply to *indicators 2, 4, 5, 6, 8, 9, 10, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 27, 28, 31*, and *35*.

Indicators based on the National Household Education Surveys Program (*indicators 3*, *29*, and *30*) use up to five categories of race/ethnicity: White, non-Hispanic; Black, non-Hispanic; Hispanic; Asian or Pacific Islander, non-Hispanic; and all other races, non-Hispanic. The latter category includes American Indian, Alaska Native, and all other races. Not all categories are shown in all indicators because of insufficient data in some of the smaller categories.

## Community Type

There are various classification systems that federal departments and agencies use to define community types. Indicators in *The Condition of Education* rely on one or a combination of the following three classification systems: the Office of Management and Budget's system of *metropolitan areas*, which is used by the Census Bureau; the Census Bureau's system of *urbanized/urban/rural areas*; and the National Center for Education Statistics' system of *locale codes*. All three of these classification systems were revised in 2000 and were fully in effect by 2002.

### *Metropolitan Areas*

The Census Bureau's Current Population Survey (CPS) classifies community type based on

# Note 1: Commonly Used Variables

**Continued**

the concept of a metropolitan area, which has changed in its application over time. Between 1990 and 2000, the Census and the CPS used the term "metropolitan area" (MA) to refer collectively to Metropolitan Statistical Areas (MSAs), Primary Metropolitan Statistical Areas (PMSAs), and Consolidated Metropolitan Statistical Areas (CMSAs) (defined below). In 2000, the Census adopted the term "Core Based Statistical Area" (CBSA), which refers collectively to metropolitan statistical areas and (the newly introduced concept of) micropolitan statistical areas.

### *Metropolitan Areas—1990 Standards*

The Office of Management and Budget (OMB) defines and designates metropolitan areas, following standards established by the interagency Federal Executive Committee on Metropolitan Areas, with the aim of producing definitions that are as consistent as possible for all MAs nationwide. Under its 1990 standards, the OMB defined an MA as "a large population nucleus together with adjacent communities that have a high degree of economic and social integration with that core." The Census Bureau used this definition for an MA from 1990 to 2000. (See http://www.census.gov/prod/cen1990/cph-s/cph-s-1-1.pdf for more details.)

In order to be designated as an MA under the 1990 standards, an area had to meet one or both of the following criteria: (1) include a city with a population of at least 50,000 or (2) include a Census Bureau-defined urbanized area of at least 50,000 and have a total MA population of at least 100,000 (75,000 in New England). Under the 1990 standards, the "central county" (or counties) contained either the central city (defined below) or at least 50 percent of the population of the central city, or had at least 50 percent of its population in an urbanized area. Additional "outlying counties" were included in the MA if they met specified requirements of commuting to the central counties and selected requirements of metropolitan character (such as population density and percent urban). In New England, MAs were defined in terms of cities and towns, following rules analogous to those used with counties elsewhere.

The individual counties (or other geographic entities) comprising each MA were either designated as a Metropolitan Statistical Area (MSA) or, if the MA was large enough (1 million in population or more), as a Consolidated Metropolitan Statistical Area (CMSA) composed of two or more Primary Metropolitan Statistical Areas (PMSAs). For example, the PMSA "Milwaukee-Waukesha, WI" combined with the PMSA "Racine, WI" to form the CMSA of "Milwaukee-Racine, WI." CMSAs could span states, as was the case with the CMSA "Philadelphia-Wilmington-Atlantic City, PA-NJ-DE-MD." (In June 1999, there were 258 MSAs and 18 CMSAs in the United States, which included a total of 73 PMSAs.)

All territory, population, and housing units inside of MAs were characterized as *metropolitan*. Any territory, population, or housing units located outside of an MA was defined as *nonmetropolitan*.

The largest city in each MA was designated a *central city*, and additional cities could qualify as such if specified requirements were met concerning population size and commuting patterns. (In June 1999, there were 542 central cities in the United States plus 12 in Puerto Rico.)

Together these classifications were used to define a location's MA Status as

1. Central city,
2. Balance of an MA (meaning any territory that is metropolitan but not in a central city), or
3. Nonmetropolitan.

# Note 1: Commonly Used Variables

Continued

This classification scheme for community type is used by the School Crime Supplement to the National Crime Victimization Survey (NCVS) (U.S. Department of Justice, Bureau of Justice Statistics); however, the community type labels differ. NCVS uses the following labels to identify the community type of its respondents' home residence:

- Urban: a central city of an MA.
- Suburban: balance of an MA (outside of a central city but in the MA).
- Rural: nonmetropolitan area.

In *The Condition of Education 2005*, these labels and definitions apply to *indicators 15* and *30*. (*Indicator 30* uses the NCVS.)

### *Metropolitan and Micropolitan Statistical Areas—2000 Standards*

In 2000, the OMB defined metropolitan and micropolitan statistical areas as "a core area containing a substantial population nucleus, together with adjacent communities having a high degree of economic and social integration with that core." Together metropolitan and micropolitan statistical areas are considered to constitute the "Core Based Statistical Area" (CBSA). Currently defined metropolitan and micropolitan statistical areas are based on the application of OMB's 2000 standards to 2000 decennial census data. (Current metropolitan and micropolitan statistical area definitions were announced by OMB effective June 6, 2003.)

In order to be designated as a CBSA under the 2000 standards, an area must contain at least one "urban" area (that is, an urbanized area or urban cluster—see definitions of urbanized area and urban cluster below) with a population of 10,000 or more. Each metropolitan statistical area—now referred to as a "metro area" to distinguish it from the metropolitan statistical areas referred to as "MSAs" under the 1990 standards—must have at least one urbanized area of 50,000 or more inhabitants. Each micropolitan statistical area must have at least one urban cluster of at least 10,000 but less than 50,000 population. Under the standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more population, or that contains at least 5,000 people residing within a single urban area of 10,000 or more population, is identified as a "central county" (counties). Additional "outlying counties" are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic "building blocks" for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico. (As of June 6, 2000, there were 362 metropolitan statistical areas and 560 micropolitan statistical areas in the United States. In addition, there were eight metro areas and five micropolitan statistical areas in Puerto Rico.) (See http://www.census.gov/population/www/estimates/aboutmetro.html for more details.)

Together these classifications are used to define a location's CBSA status (or, if no micropolitan statistical areas are included, metro area status) as

1. Principal city of a CBSA (or metro area).
2. Located in a CBSA (or metro area), but not in the principal city.
3. Not located in a CBSA (or metro area).

As with the previous MA status classifications under the 1990 standards, the CBSA status under the 2000 standards do not equate to an urban-rural classification; all counties included in metropolitan and micropolitan statistical areas (and many other counties) contain both.

# Note 1: Commonly Used Variables

**Continued**

In *The Condition of Education 2005*, no indicators use these labels and definitions. However, some indicators use the NCES 2002-revised locale codes that are based on the metro area labels and definitions.

### *Urbanized, Urban, and Rural Areas*

The Census Bureau divides the entire geographic area of the United States, Puerto Rico, and the Island Areas according to a concept of urban and rural areas. As with metropolitan statistical areas, the Census Bureau revised the urban/rural concept and criteria for the 2000 Census. The criteria in place between 1990 and 2000, however, were used to create NCES locale codes (described below). Thus, this supplemental note explains the 1990–2000 criteria in detail for readers to understand fully the locale code definitions.

From the adoption of the urban/rural concept for the 1950 Census until the 2000 Census, an *urbanized area* consisted of one or more "central places" and the adjacent densely settled surrounding "urban fringe" that together had a minimum population of 50,000 people. A "place" was either an incorporated governmental unit, such as a city, village, borough, or town, or a Census Designated Place (CDP), which was an unincorporated population cluster for which the Census Bureau delineates boundaries in cooperation with state and local agencies. All of the territory within the urbanized area that was outside the central place or places comprised the "urban fringe." Territory included in the urban fringe generally had a population density of at least 1,000 people per square mile but could include lower density territory that contained nonresidential urban land uses (e.g., areas zoned for commercial or industrial use or reserved for recreational purposes) or served to link outlying densely settled territory with the main body of the urbanized area. The Census Bureau defined as *urban* any incorporated places (cities, towns, villages, etc.) or CDPs outside urbanized areas that contained a population of 2,500 or more.

The Census Bureau also expanded the definition of places to include *extended cities*. Extended cities were incorporated places whose boundaries encompassed substantial amounts of low-density territory (less than 100 people per square mile), relative to the overall land area of the place. The Census Bureau then identified both urban and rural territory in such places, thus providing exceptions to the general rule that places were classified as entirely urban or entirely rural. There were 182 extended cities in 1990. The decision to ignore place boundaries when defining urban areas for the 2000 Census (see below) made the extended city concept obsolete; under the 2000 criteria any place potentially can be divided into urban and rural components. No survey employed in this volume of *The Condition of Education* includes extended cities in its community type definition.

The Census Bureau then classified all territory, population, and housing units not classified as urbanized or urban as *rural*. (For further details, see http://www.census.gov/population/censusdata/urdef.txt.)

Beginning with the 2000 Census, the Census Bureau has employed new definitions of urban areas based on the concepts of an *urbanized area* and an *urban cluster,* the former being similar to the urbanized area under the 1990 definitions and the latter replacing the concept of urban fringe and urban areas. Urbanized areas and urban clusters consist of densely settled census block groups and census blocks that meet specified minimum population density requirements. Urbanized areas continue to have minimum populations of 50,000; urban clusters have populations of at least 2,500 and less than 50,000. Place boundaries are no longer taken into consideration when defining these two types of urban areas. (Under the previous classification system, place boundaries were

# Note 1: Commonly Used Variables

Continued

used to determine the urban/rural classifications of territory: all incorporated places that had at least 2,500 people were classified as urban if they were outside an urbanized area.) Thus, the Census Bureau's current urban area classification provides a seamless, nationally consistent method of defining urban areas that is not affected by varying state laws governing incorporation and annexation. For further details on the revised definitions, see http://www.census.gov/geo/www/ua/ua_2k.pdf. (For differences between the 1990 Census and 2000 Census Urbanized Area Criteria, see http://www.census.gov/geo/www/ua/uac2k_90.html.)

In *The Condition of Education 2005*, no indicators use these labels and definitions. However, some indicators use the NCES 2002-revised locale codes that are based on these labels and definitions.

### *Locale Code*

In the Common Core of Data (CCD), the community type of *schools* is classified according to a "Locale Code" that is defined according to a mix of OMB (metropolitan area) and Census Bureau (urban/rural) classifications. There are eight categories within the school locale code classification: 1) large city; 2) midsize city; 3) urban fringe of a large city; 4) urban fringe of a midsize city; 5) large town; 6) small town; 7) nonmetropolitan rural; and 8) metropolitan rural. These categories roughly equate to a central city/suburb/large town/small town/rural scheme, identifying the general character of each school's location. "Large city" and "midsize city" schools are located in principal cities (formerly referred to as "central cities") of metropolitan statistical areas, with a threshold of 250,000 people distinguishing between a large city and a midsize city. The two "urban fringe" categories identify suburban schools within metropolitan statistical areas. The "large town" and "small town" categories identify schools in smaller urban centers (25,000 up to 50,000 people) and small towns (2,500 up to 25,000 people) that are located outside metropolitan areas; many of these communities represent the urban centers/small towns that serve a largely rural countryside. The two rural categories recognize that rural territory exists in both metropolitan areas and nonmetropolitan territory.

Each school is assigned to one of these categories based on the inside/outside principal city, urban/rural, and metropolitan/nonmetropolitan status of the census block in which the school is located. Schools are assigned to specific census blocks through a process called "geocoding" in which the address of the school is mapped in relation to census geography. The associated census geographic information is then used to assign the school to a specific locale code category based on a mix of characteristics. For instance, a school located in a Census Bureau-defined urbanized area (that is, inside an OMB-defined metropolitan statistical area and outside of a principal city) would be classified as an "urban fringe" school; the specific urban fringe category is determined by the population size of the largest principal city in the metropolitan statistical area in which the school is located. Likewise, a school located outside a Census Bureau-defined "urban" area (urbanized or urban area; or urbanized area or urban cluster, depending upon the relevant standards—1990 or 2000) is classified as rural; then it is further distinguished by whether it is inside or outside the boundaries of a metropolitan statistical area.

In the context of assigning school locale codes, it is important to note that a school located in a Census Bureau-defined urban area that is inside the boundaries of a metropolitan statistical area will be classified as "urban fringe" regardless of the distance from the large or midsize city with which it is associated. Further, if a school does not provide NCES with an address that

# Note 1: Commonly Used Variables

**Continued**

| Category | Under 1990 Standards (definitions in use from 1990–91 to 2002–03) | Under 2000 Standards (definitions in use since 2002–03) |
|---|---|---|
| Large city | Central city of a MA, with the city having a population of 250,000 or more. | Principal city of a metro area, with the city having a population of 250,000 or more. |
| Midsize city | A central city of a MA, with the city having a population less than 250,000. | Central city of a metro area, with the city having a population less than 250,000. |
| Urban fringe of a large city | Any incorporated place, Census designated place, or nonplace territory within a MA with a large city and defined as urbanized or urban by the Census Bureau. | Any incorporated place, Census designated place, or nonplace territory within a metro area with a large city and defined as urbanized or urban cluster by the Census Bureau. |
| Urban fringe of a midsize city | Any incorporated place, Census designated place, or nonplace territory within a MA with a midsize city and defined as urbanized or urban by the Census Bureau. | Any incorporated place, Census designated place, or nonplace territory within a metro area with a midsize city and defined as urbanized or urban cluster by the Census Bureau. |
| Large town | An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a MA. | Any incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside of a metro area. |
| Small town | An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a MA. | Any incorporated place or Census designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside of a metro area. |
| Rural (Rural, outside MA or metro area) | Any incorporated place, Census designated place, or nonplace territory not within a MA with a large or midsize city and defined as rural by the Census Bureau. | Any incorporated place, Census designated place, or nonplace territory not within a metro area with a large or midsize city and defined as rural by the Census Bureau. |
| Rural Urban Fringe (Rural, inside MA or metro area)<br><br>(This category was not used before 1998.) | Any incorporated place, Census designated place, or nonplace territory within a MA with a large or midsize city and defined as rural by the Census Bureau. | Any incorporated place, Census designated place, or nonplace territory within a metro area with a large or midsize city and defined as rural by the Census Bureau. |

# Note 1: Commonly Used Variables

Continued

can be geocoded to a specific census block (such as a P.O. Box or rural route/box number types of addresses) and clerical research cannot determine the specific location of the school in terms of Census Bureau geography, the locale code assignment process assigns the school an "urban fringe" code if the school is located in a metropolitan statistical area.

School district locale codes are assigned through the use of these school locale codes, according to classification rules, such as the following: If 50 percent or more of students in the district attend schools that are located in a single locale code, that code is assigned to the district. If not, schools are placed into one of three groups: large or midsize city; urban fringe or rural, inside an MA (or metro area); and large town, small town, or rural, outside an MA (or metro area). The group with the largest number of students is determined, and then the locale code within the group having the largest number of students is assigned to the district. If the number of students between two or more groups is the same, then the least urban locale code is assigned. Districts with no schools or students are given a locale code of "N." (For more information on the Locale Code, download the "General" Documentation for the school year of interest from the Common Core of Data (CCD) Universe Survey Dataset webpage at http://nces.ed.gov/ccd/pubschuniv.asp, then search the document for occurrences of "Locale Code.")

Besides being used for CCD, the eight-level locale codes are used to categorize community type in other NCES surveys. Typically, however, the locale codes are collapsed into three categories. For example, in the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Survey (SASS), the community type of a school is categorized according to its address as follows:

- *Central city*: in a large or midsize central (or principal) city.
- *Urban fringe/large town*: in the urban fringe of a large or midsize city; a large town; or a rural area, inside of an MA (or metro area).
- *Rural/small town*: in a small town or rural area, outside of an MA (or metro area).

In *The Condition of Education 2005*, these labels under the 1990 standards apply to *indicators 2, 25,* and *26*; these labels under the 2000 standards apply to *indicator 28*; and these labels under the 1990 standards for pre-2002–03 data and under the 2000 standards for 2002–03 (and subsequent) data apply to *indicators 9*, *10*, and *14*.

In addition, *indicator 14* further refines central city schools by combining these labels with the MA categories provided by the Census Bureau. A subset of central city schools was created consisting of schools that were located in central cities and where the school district was in an MA of 2.5 million or larger. In the 2003 NAEP assessment, there were 120 such school districts with grade 4 instruction and 95 school districts with grade 8 instruction. While most of these schools are what are commonly thought of when one thinks of central city schools, a few schools that are commonly understood to be suburban schools are included in this analysis. This is due to the fact that the largest city in each MA is designated a central city. If a suburban area of 2.5 million people or more is designated an MA, then the largest city in that suburban area is designated a central city and all schools in that city are "central city" schools.

## Poverty

Data on household income and the number of people living in the household are combined

# Note 1: Commonly Used Variables

**Continued**

with estimates of the poverty threshold published by the Bureau of the Census to classify children (or adults) as "poor" or "nonpoor" in *indicators 18* and *35*. Children (or adults) in families whose incomes are at or below the poverty threshold are classified as poor; those in

**Weighted average poverty thresholds, by household size: Selected years, 1990–2003**

| Household size | Poverty threshold | Household size | Poverty threshold |
|---|---|---|---|
| **1990** | | **2000** | |
| 2 | 8,509 | 2 | 11,239 |
| 3 | 10,419 | 3 | 13,738 |
| 4 | 13,359 | 4 | 17,603 |
| 5 | 15,792 | 5 | 20,819 |
| 6 | 17,839 | 6 | 23,528 |
| 7 | 20,241 | 7 | 26,754 |
| 8 | 22,582 | 8 | 29,701 |
| 9 or more | 26,848 | 9 or more | 35,060 |
| **1994** | | **2001** | |
| 2 | 9,661 | 2 | 11,569 |
| 3 | 11,821 | 3 | 14,128 |
| 4 | 15,141 | 4 | 18,104 |
| 5 | 17,900 | 5 | 21,405 |
| 6 | 20,235 | 6 | 24,195 |
| 7 | 22,923 | 7 | 27,517 |
| 8 | 25,427 | 8 | 30,627 |
| 9 or more | 30,300 | 9 or more | 36,286 |
| **1998** | | **2002** | |
| 2 | 10,634 | 2 | 11,756 |
| 3 | 13,003 | 3 | 14,348 |
| 4 | 16,660 | 4 | 18,392 |
| 5 | 19,680 | 5 | 21,744 |
| 6 | 22,228 | 6 | 24,576 |
| 7 | 25,257 | 7 | 28,001 |
| 8 | 28,166 | 8 | 30,907 |
| 9 or more | 33,339 | 9 or more | 37,062 |
| **1999** | | **2003** | |
| 2 | 10,869 | 2 | 12,015 |
| 3 | 13,290 | 3 | 14,680 |
| 4 | 17,029 | 4 | 18,810 |
| 5 | 20,127 | 5 | 22,245 |
| 6 | 22,727 | 6 | 25,122 |
| 7 | 25,912 | 7 | 28,544 |
| 8 | 28,967 | 8 | 31,589 |
| 9 or more | 34,417 | 9 or more | 37,656 |

NOTE: Poverty thresholds for 1990, 1994, 1998, 1999, and 2000 were last revised August 22, 2002; poverty thresholds for 2001 were last revised September 24, 2002; poverty thresholds for 2002 were last revised June 22, 2004; poverty thresholds for 2003 were last revised August 26, 2004.
SOURCE: U.S. Census Bureau, Current Population Survey (CPS), 1990, 1994, 1998, 1999, 2000, and 2001; CPS 2003 and 2004 Annual Social and Economic Supplements.

# Note 1: Commonly Used Variables

Continued

families with incomes above the poverty threshold are classified as nonpoor. The thresholds used to determine whether an individual is poor or nonpoor differ for each survey year. The weighted average poverty thresholds for various household sizes for 1990, 1994, 1998, 1999, 2000, 2001, 2002, and 2003 are shown in the table on the previous page. (For thresholds for other years, see http://www.census.gov/hhes/poverty/threshld.html.)

*Indicator 5* modifies the categories of poverty, to include the "poor," "near-poor," and "nonpoor." Poor is defined to include those families below the poverty threshold, near-poor is defined as those at 100–199 percent of the poverty threshold, and nonpoor is defined as those at 200 percent or more than the poverty threshold.

*Indicator 8* employs the Census poverty thresholds for 1998 in determining the number of family risk factors.

Eligibility for the National School Lunch Program also serves as a measure of poverty status. The National School Lunch Program is a federally assisted meal program operated in public and private nonprofit schools and residential child care centers. Unlike the poverty thresholds discussed above, which rely on dollar amounts determined by the Bureau of the Census, eligibility for the National School Lunch Program relies on the federal income poverty guidelines of the Department of Health and Human Services. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guideline; to be eligible for reduced-price lunch, a student must be from a household with an income at or below 185 percent of the federal poverty guideline. Title I basic program funding relies on free lunch eligibility numbers as one (of four) possible poverty measures for levels of Title I federal funding. In *The Condition of Education 2005*, eligibility for the National School Lunch Program applies to *indicators 9, 10, 14*, *24*, *26*, and *28*.

*Indicators 25* and *36* use counts of free lunch eligible students from the Longitudinal School District Fiscal-Nonfiscal File, Fiscal Years 1990 to 2000 (FNF) to measure poverty by district. All missing free lunch eligible data have been replaced by statistical imputations, and clearly erroneous data have been edited and replaced by plausible values. Further information about the database is available at http://nces.ed.gov/edfin/.

## Geographic Region

The regional classification systems on the next page represent the four geographical regions of the United States as defined by the Bureau of the Census and a collapsed set of the eight geographic regions defined by the Bureau of Economic Analysis (BEA), both of the U.S. Department of Commerce. In *The Condition of Education 2005*, *indicators 1*, *2*, *4*, *5*, *19*, *26*, *37,* and *38* use the Bureau of the Census system. *Indicators 25* and *28* use a set of four geographic regions derived from collapsing the BEA's eight regions. Specifically, these indicators label (1) the BEA's Mideast and New England regions as "Northeast," (2) the BEA's Great Lakes and Plains regions as "Central," and (3) the BEA's Far West, Rocky Mountains, and Southwest regions as "West." The BEA's Southeast region remains unchanged. Collapsing these categories in this way creates one identical region with the Bureau of the Census' system: the "Central" region in the collapsed BEA set matches the Bureau of the Census' Midwest region.

# Note 1: Commonly Used Variables

**Continued**

### Bureau of the Census, Regional Classification

| Northeast | South | Midwest | West |
|---|---|---|---|
| Connecticut | Alabama | Illinois | Alaska |
| Maine | Arkansas | Indiana | Arizona |
| Massachusetts | Delaware | Iowa | California |
| New Hampshire | District of Columbia | Kansas | Colorado |
| New Jersey | Florida | Michigan | Hawaii |
| New York | Georgia | Minnesota | Idaho |
| Pennsylvania | Kentucky | Missouri | Montana |
| Rhode Island | Louisiana | Nebraska | Nevada |
| Vermont | Maryland | North Dakota | New Mexico |
| | Mississippi | Ohio | Oregon |
| | North Carolina | South Dakota | Utah |
| | Oklahoma | Wisconsin | Washington |
| | South Carolina | | Wyoming |
| | Tennessee | | |
| | Texas | | |
| | Virginia | | |
| | West Virginia | | |

### BEA, Modified Regional Classification

| Northeast | Southeast | Central | West |
|---|---|---|---|
| Connecticut | Alabama | Illinois | Alaska |
| Delaware | Arkansas | Indiana | Arizona |
| District of Columbia | Florida | Iowa | California |
| Maine | Georgia | Kansas | Colorado |
| Maryland | Kentucky | Michigan | Hawaii |
| Massachusetts | Louisiana | Minnesota | Idaho |
| New Hampshire | Mississippi | Missouri | Montana |
| New Jersey | North Carolina | Nebraska | Nevada |
| New York | South Carolina | North Dakota | New Mexico |
| Pennsylvania | Tennessee | Ohio | Oklahoma |
| Rhode Island | Virginia | South Dakota | Oregon |
| Vermont | West Virginia | Wisconsin | Utah |
| | | | Texas |
| | | | Washington |
| | | | Wyoming |

# Note 2: The Current Population Survey (CPS)

The Current Population Survey (CPS) is a monthly survey of a nationally representative sample of all U.S. households. The survey is conducted in approximately 50,000 households that are selected scientifically from the 50 states and the District of Columbia. The population surveyed is referred to as the civilian, noninstitutional population. Members of the Armed Forces, inmates in correctional institutions, and patients in long-term medical or custodial facilities are not included in the sample. The CPS has been conducted for more than 50 years. The Bureau of the Census conducts the survey for the Bureau of Labor Statistics, asking a knowledgeable adult household member (known as the "household respondent") to answer all the questions on all of the month's questionnaires for all members of the household.

The CPS collects data on the social and economic characteristics of the civilian, noninstitutional population, including information on income, education, and participation in the labor force. However, the CPS does not collect all this information every month. Each month a "basic" CPS questionnaire is used to collect data about participation in the labor force of each household member, age 15 or older, in every sampled household. In addition, different supplemental questionnaires are administered each month to collect information on other topics.

In March and October of each year, the supplementary questionnaires contain some questions of relevance to education policy. The Annual Social and Economic Supplement, or March CPS Supplement, is a primary source of detailed information on income and work experience in the United States. The labor force and work experience data from this survey are used to profile the U.S. labor market and to make employment projections. Data from this survey are also used to generate the annual Population Profile of the United States, reports on geographical mobility, educational attainment, and detailed analyses of wage rates, earnings, and poverty status. The October Supplement contains basic annual school enrollment data for preschool, elementary and secondary, and postsecondary students, as well as educational background information needed to produce dropout estimates on an annual basis. In addition to the basic questions about education, interviewers ask supplementary questions about school enrollment for all household members age 3 or older.

CPS interviewers initially used printed questionnaires. However, since 1994, the Census Bureau has used Computer-Assisted Personal and Telephone Interviewing (CAPI and CATI) to collect data. Both technologies allow interviewers to use a complex questionnaire and increase consistency by reducing interviewer error. Further information on the CPS can be found at http://www.bls.census.gov/cps.

## Definition of Selected Variables

### *Employment Status*

*Indicator 17* uses data from the March and Annual Social and Economic CPS Supplements, which include questions on employment of adults in the previous week, to determine employment status. Respondents could report that they were employed (either full or part time), unemployed (looking for work or on layoff), or not in the labor force (due to being retired, having unpaid employment, or some other reason). Employed respondents were further classified as either full-time or part-time employees. Respondents who reported working 50 or more weeks in the past year and typically worked 35 or more hours per week were classified as full-time employees. Respondents who reported working fewer weeks or fewer hours per week were classified as part-time employees because they did not work full time.

# Note 2: The Current Population Survey (CPS)

**Continued**

### *Family Income*

*Indicator 20* uses data on family income that are collected as part of the October CPS to measure a student's economic standing. The October CPS determines family income from a single question asked of the household respondent. Family income includes all monetary income from all sources (including jobs, business, interest, rent, and social security payments) over a 12-month period. The income of nonrelatives living in the household is excluded, but the income of all family members age 15 or older (age 14 or older before 1989), including those temporarily living away, is included.

Families in the bottom 20 percent of all family incomes are classified as low income; families in the top 20 percent of all family incomes are classified as high income; and families in the 60 percent between these two categories are classified as middle income. The table on the next page shows the current dollar amount of the breakpoints between low and middle income and between middle and high income for the subpopulation of the CPS population used in *indicator 20*: high school completers ages 16–24. For example, low income for this subpopulation in 2003 is defined as the range between $0 and $16,394; middle income is defined as the range between $16,394 and $78,666; and high income is defined as $78,666 or more.

### *Status Dropout Rate*

*Indicator 19* reports status dropout rates by race/ethnicity. The status rate is one of a number of rates reporting on high school dropout and completion behavior in the United States. Status dropout rates measure the percentage of individuals within a given age range who are not enrolled in high school and who lack a high school credential, irrespective of when they dropped out. Since they measure the extent of the dropout problem for the sampled population, status dropout rates can be used to estimate the need for further education and training for dropouts in that population. Status dropout rates should not be confused with event dropout rates, which measure the proportion of students who drop out of high school in a given year, and which have been reported in previous *The Condition of Education* volumes (NCES 2004–077, *indicator 16*. See also NCES 2005–040).

*Indicator 19* uses CPS data to estimate the percentage of the civilian, noninstitutionalized young people ages 16 though 24 who are out of high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development certificate). Status dropout rates include individuals who never attended school and immigrants who did not complete the equivalent of a high school education in their home country as dropouts. The inclusion of these individuals is appropriate since the status rate is designed to report the percentage of youth and young adults in the United States who lack what is now considered a basic level of education. However, counting as dropouts individuals who may have never attended a U.S. school means the status rate should not be used as an indicator of the performance of U.S. schools.

The numerator of the status dropout rate for a given year is the number of individuals ages 16 through 24 who, as of October of that year, had not completed high school and were not currently enrolled in school. The denominator is the total number of 16- through 24-year-olds in the United States in October of that year.

The CPS October Education and School Enrollment Supplement items used to identify status dropouts include (1) "Is . . . attending or enrolled in regular school?" and (2) What is the highest level of school . . . has completed

# Note 2: The Current Population Survey (CPS)

**Continued**

**Dollar value (in current dollars) at the breakpoint between low- and middle-income and between middle- and high-income categories of family income: October 1972–2003**

| Year | Breakpoints between low- and middle-income | Breakpoints between middle- and high-income |
|---|---|---|
| 1972 | $3,600 | $13,600 |
| 1973 | 3,900 | 14,700 |
| 1974 | — | — |
| 1975 | 4,300 | 16,900 |
| 1976 | 4,600 | 18,300 |
| 1977 | 4,900 | 20,000 |
| 1978 | 5,200 | 21,600 |
| 1979 | 5,800 | 23,700 |
| 1980 | 6,000 | 25,200 |
| 1981 | 6,500 | 27,100 |
| 1982 | 7,100 | 31,200 |
| 1983 | 7,300 | 32,300 |
| 1984 | 7,400 | 34,200 |
| 1985 | 7,900 | 36,300 |
| 1986 | 8,400 | 38,100 |
| 1987 | 8,600 | 39,600 |
| 1988 | 9,300 | 42,000 |
| 1989 | 9,500 | 43,800 |
| 1990 | 9,600 | 46,200 |
| 1991 | 10,400 | 48,300 |
| 1992 | 10,700 | 49,600 |
| 1993 | 10,800 | 50,400 |
| 1994 | 11,800 | 55,500 |
| 1995 | 11,600 | 55,700 |
| 1996 | 12,100 | 58,100 |
| 1997 | 12,800 | 60,700 |
| 1998 | 13,800 | 64,900 |
| 1999 | 14,400 | 68,200 |
| 2000 | 15,300 | 71,900 |
| 2001 | 16,100 | 75,000 |
| 2002 | 16,400 | 75,400 |
| 2003 | 16,400 | 78,700 |

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

NOTE: Some estimates are revised slightly from those published in NCES 2004–077 primarily because for *indicator 20* the population is high school completers ages 16–24 of the survey year instead of the entire CPS population.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2004–077), *supplemental note 2* and previously unpublished tabulation (January 2005). Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2003.

# Note 2: The Current Population Survey (CPS)

**Continued**

or the highest degree . . . has received?" See the Educational Attainment section below for details of how the second question has changed from 1972 to 2002. Beginning in 1986, the U.S. Census Bureau instituted new editing procedures for cases with missing data on school enrollment (the first question listed above). This was done in an effort to improve data quality. The effect of the editing changes was evaluated for data from 1986 by applying both the old and new editing procedures. The effect was an increase in the number of students enrolled in school and a slightly lowered status dropout rate (12.2 percent based on the old procedures and 12.1 percent based on the new ones). The difference in the two rates was not statistically significant. While a change in the procedures occurred in 1986, the new procedures are reflected beginning in 1987 in *indicator 19*.

### *Educational Attainment*

Data from CPS questions on educational attainment are used in indicators *16*, *17*, *19*, *20*, and *23*. From 1972 to 1991, two CPS questions provided data on the number of years of school completed: (1) "What is the highest grade . . . ever attended?" and (2) "Did . . . complete it?" An individual's educational attainment was considered to be his or her last fully completed year of school. Individuals who completed 12 years were deemed to be high school graduates, as were those who began but did not complete the first year of college. Respondents who completed 16 or more years were counted as college graduates.

Beginning in 1992, the CPS combined the two questions into the following question: "What is the highest level of school . . . completed or the highest degree . . . received?" This change means that some data collected before 1992 are not strictly comparable with data collected from 1992 onward and that care must be taken when making such comparisons. The new question revised the response categories from the highest grade completed to the highest level of schooling or degree completed. In the revised response categories, several of the lower levels are combined into a single summary category such as "1st, 2nd, 3rd, or 4th grades." Several new categories are used, including "12th grade, no diploma"; "High school graduate, high school diploma, or the equivalent"; and "Some college but no degree." College degrees are now listed by type, allowing for a more accurate description of educational attainment. The new question emphasizes credentials received rather than the last grade level attended or completed if attendance did not lead to a credential. The new categories include the following:

- High school graduate, high school diploma, or the equivalent (e.g., GED)
- Some college but no degree
- Associate's degree in college, occupational/vocational program
- Associate's degree in college, academic program
- Bachelor's degree (e.g., B.A., A.B., B.S.)
- Master's degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctorate degree (e.g., Ph.D., Ed.D.)

### *High School Completion*

The pre-1992 questions about educational attainment did not specifically consider high school equivalency certificates (GEDs). Consequently, an individual who attended 10th grade, dropped out without completing that grade, and who subsequently received a high school equivalency credential would not have been counted as completing 12th grade.

# Note 2: The Current Population Survey (CPS)

Continued

The new question counts these individuals as if they are high school completers. Since 1988, an additional question has also asked respondents if they have a high school degree or the equivalent, such as a GED. People who respond "yes" are classified as high school completers. Before 1988, the number of individuals who earned a high school equivalency certificate was small relative to the number of high school graduates, so that the subsequent increase from including equivalency certificate recipients in the total number of people counted as "high school completers" was small in the years immediately after the change was made.

Before 1992, the CPS considered individuals who completed 12th grade to be high school graduates. The revised question added the response category "12th grade, no diploma." Individuals who select this response are not counted as graduates. Historically, the number of individuals in this category has been small.

### College Completion

Some students require more than 4 years to earn an undergraduate degree, so some researchers are concerned that the completion rate, based on the pre-1992 category "4th year or higher of college completed," overstates the number of respondents with a bachelor's degree (or higher). In fact, however, the completion rates among those ages 25–29 in 1992 and 1993 were similar to the completion rates for those in 1990 and 1991, before the change in the question's wording. Thus, there appears to be good reason to conclude that the change has not affected the completion rates reported in *The Condition of Education 2005*.

### Some College

Based on the question used in 1992 and in subsequent surveys, an individual who attended college for less than a full academic year would respond "some college but no degree." Before 1992, the appropriate response would have been "attended first year of college and did not complete it"; the calculation of the percentage of the population with 1–3 years of college excluded these individuals. With the new question, such respondents are placed in the "some college but no degree" category. Thus, the percentage of individuals with some college might be larger than the percentage with 1–3 years of college because "some college" includes those who have not completed an entire year of college, whereas "1–3 years of college" does not include these people. Therefore, it is not appropriate to make comparisons between the percentage of those with "some college but no degree" using the post-1991 question and the percentage of those who completed "1–3 years of college" using the two pre-1992 questions.

In *The Condition of Education*, the "some college" category for years preceding 1992 includes only the responses "1–3 years of college." After 1991, the "some college" category includes those who responded "some college but no degree," "Associate's degree in college, occupational/vocational program," and "Associate's degree in college, academic program." The effect of this change of the "some college category" is indicated by the fact that in 1992, 48.9 percent of 25- to 29-year-olds reported completing some college or more compared with 45.3 percent in 1991 (see NCES 2002–025, table 25-2). The 3.6 percent difference is statistically significant. Some of the increase may be due to individuals who have completed less than 1 year of postsecondary education who in years preceding 1992 would not have responded that they completed "some college."

Another potential difference in the "some college" category is how individuals who have

# Note 2: The Current Population Survey (CPS)

**Continued**

completed a certificate or some other type of award other than a degree respond to the new questions about their educational attainment introduced in 1992. Some may answer "some college, no degree," while others may indicate only high school completion, and others may equate their certificate with one of the types of associate's degrees. No information is available on the tendencies of individuals with a postsecondary credential other than a bachelor's or higher degree to respond to the new attainment question introduced in 1992.

# Note 3: Other Surveys

## American Community Survey (ACS)

The Bureau of the Census introduced the American Community Survey (ACS) in 1996. When fully implemented in 2005, it will provide a large monthly sample of demographic, socioeconomic, and housing data comparable in content to the Long Form of the Decennial Census. Aggregated over time, these data will serve as a replacement for the Long Form of the Decennial Census. The survey includes questions mandated by federal law, federal regulations, and court decisions.

Beginning in 2005, the survey has been mailed to approximately 250,000 addresses in the United States and Puerto Rico each month, or about 2.5 percent annually. A larger proportion of addresses in small governmental units (e.g., American Indian reservations, small counties and towns) will receive the survey. The monthly sample size is designed to approximate the ratio used in Census 2000, requiring more intensive distribution in these areas.

National-level data from ACS are available starting with 2000. Under the current timetable, annual results will be available for areas with populations of 65,000 or more beginning in the summer of 2006, for areas with populations of 20,000 or more in the summer of 2008, and for all areas—down to census tract level—by the summer of 2010. This schedule is based on the time it will take to collect data from a sample size large enough to produce accurate results for different size geographic units.

*Indicator 5* uses data from the ACS for the years 2000–03. For further details on the survey, see http://www.census.gov/acs/www/.

## Academic Library Survey

The Academic Library Survey has been conducted by NCES since 1966 at irregular intervals. Beginning with the 1990 survey, it has been conducted every 2 years. It covers all academic libraries in 2- and 4-year degree-granting institutions, including institutions that are eligible for Title IV aid, branch campuses of Title IV-eligible institutions, and institutions that are eligible for Title IV aid for deferment only. IPEDS provides the frame used in the survey. The survey collects information on outlets, staff, collections, expenditures, library services, and electronic services.

*Indicator 33* uses data from the Academic Library Survey. For further details on the survey, see http://nces.ed.gov/surveys/libraries/academic.asp.

## Common Core of Data (CCD)

The Common Core of Data (CCD), the Department of Education's primary database on public elementary and secondary education in the United States, is a comprehensive annual, national statistical database of information concerning all public elementary and secondary schools (approximately 91,000) and school districts (approximately 16,000). The CCD consists of five surveys that state education departments complete annually from their administrative records. The database includes a general description of schools and school districts; data on students and staff, including demographics; and fiscal data, including revenues and current expenditures.

*Indicators 1*, *2*, *29*, *36*, *37*, *38* and *39* use data from the CCD. Further information about the database is available at http://nces.ed.gov/ccd/.

## Early Childhood Longitudinal Study, Birth Cohort (ECLS–B)

The Early Childhood Longitudinal Study, Birth Cohort (ECLS–B) is an ongoing study conducted by the National Center for Education Statistics (NCES). The study follows a nationally representative sample of children born

# Note 3: Other Surveys

**Continued**

in 2001 from birth to 1st grade. The ECLS–B is designed to provide detailed information on children's development, health, and in- and out-of-home experiences in the years leading up to school.

A nationally representative sample of 10,688 babies born in 2001 participated in the ECLS–B. The sample includes children from different racial/ethnic and socioeconomic backgrounds and includes oversamples of Chinese and other Asian/Pacific Islander children, American Indian children, twins, and children with moderately low and very low birth weight. Sampled children subsequently identified by the state registrars as having died or who had been adopted after the issuance of the birth certificate were excluded from the sample. Also, infants whose birth mothers were younger than 15 years at the time of the child's birth were excluded.

When babies in the sample were 9 months of age, ECLS–B collected data (through a child assessment, interview with primary caregiver, a self-administered father questionnaire, and an in-home visit, and from the National Center for Health Statistics) regarding prenatal care and delivery during a visit in the child's home. These data were collected on a rolling basis between October 2001 and December 2002 (when babies born in January through December 2001 were turning 9 months old). The design was to collect information on children about 9 months of age (i.e., 8 to 10 months); however, children were assessed as young as 6 months and as old as 22 months. Seventy-two percent of the children were between 8–10 months at the time of the assessment and 84 percent were between 8–11 months. The data collection consisted of the following instruments:

- *Child Assessment*. Children participated in a variety of activities, with the parent's permission, to assess their early cognitive (e.g., mental status), physical, and socio-emotional development. Children's mental and physical skills were measured through an untimed one-on-one assessment of the child in his/her home. A trained staff member assessed each child. Information was gathered using hard copy materials. Information about the child was recorded in a Child Activities Booklet that also contained administration and scoring instructions. The assessment—The Bayley Short Form–Research Edition (BSF–R)[1]—was used to assess children's mental (or cognitive) and motor (or physical) skills. The BSF–R is a shortened form of the Bayley Scales of Infant Development–Second Edition (BSID–II).[2] For families whose primary language was not English, the assessment was still administered. A Spanish version of the Child Activities Booklet was developed. If the family spoke a language other than English or Spanish, interviewers used an interpreter.
- *Parent Interview*. Parents/guardians were asked to provide key information about their children and themselves on such topics as family demographics (e.g., age, relation to child, race/ethnicity), family structure (household members and composition), parent attitudes, home educational activities, child care experience, child development and health, and parental education and employment status. In 99 percent of the cases, the biological mother was the parent respondent completing the interview. The parent interview included two instruments: the parent interview instrument and the parent self-administered questionnaire (PSAQ). The first was conducted in person by trained field interviewers using computer-assisted personal interviewing (CAPI) as part of the home visit. The PSAQ was a paper-and-pencil instrument, presented during the parent CAPI instrument for the respondent to complete and return in a provided envelope, and

# Note 3: Other Surveys

Continued

contained 23 questions on topics some people might prefer to answer privately. The parent interviews were conducted primarily in English, but provisions were made to interview parents who spoke other languages. Bilingual interviewers were trained to conduct the parent interview in either English or Spanish. A Spanish CAPI instrument was used when needed because the parent CAPI instrument was programmed in both English and Spanish. An interpreter, either a community or household member, was used for families who spoke languages other than English or Spanish. Fewer than 0.1 percent of the cases were not completed due to language difficulties.

- *Father Questionnaire*. The ECLS–B also collected data from fathers directly through two separate father questionnaires: the resident father questionnaire and the nonresident father questionnaire. The resident father questionnaire was completed by the spouse/partner of the respondent to the parent interview. This was usually the child's biological father. The nonresident father questionnaire was completed by the child's biological father if he did not reside in the same household as the child and if he had regular contact with the child or the child's mother. Both father questionnaires were self-administered with telephone follow-up. The father questionnaires were available in English and Spanish.

*Indicator 35* uses data from the ECLS–B. Further information on the survey is available at http://nces.ed.gov/ecls/Birth.asp.

## Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K)

The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K) is an ongoing study conducted by NCES. Launched in fall 1998, the study follows a nationally representative sample of children from kindergarten through 5th grade. The purpose of the ECLS–K is twofold: to provide both descriptive and analytical data. First, the ECLS–K provides descriptive national data on children's status at entry into school; children's transition into school; and their progression through 5th grade. Second, the ECLS–K provides a rich data set that enables researchers to study how a wide range of family, school, community, and individual variables affect children's early success in school.

A nationally representative sample of 21,260 children enrolled in 1,277 kindergarten programs participated in the initial survey during the 1998–99 school year. These children were selected from both public and private kindergartens, offering full- and half-day programs. The sample consists of children from different racial/ethnic and socioeconomic backgrounds and includes an oversample of Asian/Pacific Islander children. All kindergarten children within the sampled schools were eligible for the sampling process, including language minority and special education students. The sample design for the ECLS–K is a dual-frame, multistage sample. First, 100 Primary Sampling Units (PSUs), which are counties or groups of counties, were selected. Schools within the PSUs were then selected—public schools from a public school frame and private schools from a private school frame, which oversampled private kindergartens. In fall 1998, approximately 23 kindergartners were selected within each of the sampled schools.

Data on the kindergarten cohort were collected in the fall and spring of the kindergarten year from the children, their parents, and their teachers. In addition, information was collected from children's schools and school districts in the spring of the kindergarten year. During the 1999–2000 school year, when most of the cohort moved to the 1st grade, data were again

# Note 3: Other Surveys

**Continued**

collected from a 30 percent subsample of the cohort in the fall and from the full sample in the spring. Spring 1st-grade data were obtained between March and July 2000, and spring 3rd-grade data were obtained between March and July 2002, with 80 percent of the assessments at each round conducted between early April and late May.

Trained evaluators assessed children in their schools and collected information from parents over the telephone. Teachers and school administrators were contacted in their school and asked to complete questionnaires. The children and their families, teachers, and schools provided information on children's cognitive, social, emotional, and physical development. Information was also collected on the children's home environment, home educational practices, school and classroom environments, curricula, and teacher qualifications. Additional surveys of the sampled children are planned for spring 2004 (when children are in the 5th grade).

ECLS–K constructed a family risk index consisting of whether the household income was below the poverty level, the primary home language was other than English, the mother's highest level of education was less than a high school diploma or GED, and whether the child lived in a single-parent household. The percentage of fall 1998 kindergartners with zero family risk factors was 62 percent; 23 percent had one family risk factor; 12 percent had two family risk factors; 3 percent had three family risk factors; and less than 0.5 percent had four family risk factors.

*Indicators 8* and *18* are based on the ECLS–K.

*Indicator 8* presents student proficiency in specific reading and mathematics skills. In reading, the skills are literal inference (e.g., recognizing the comparison being made in a simile), deriving meaning from text (e.g., using background knowledge combined with sentence cues to understand the use of homonyms), interpreting beyond text (making connections between problems in a narrative and similar life problems), and recognizing sight words (recognizing common words by sight). In mathematics, the skills include ordinality and sequence (demonstrating an understanding of the relative position of objects), place value (demonstrating an understanding of place value in integers to the hundreds place), and rate and measurement (using rate and measurement to solve word problems).

For *indicator 18*, children's kindergarten enrollment status in fall 1998 was determined from two items on the parent questionnaire. One addressed whether the child had been in kindergarten previously. If this was the child's second (or greater) year in kindergarten, the child's enrollment status was defined as "repeating kindergarten." The other question asked about the timing of the entry relative to when the child was age eligible according to district requirements. Children who were not repeating kindergarten (i.e., were enrolled for the first time in fall 1998) were categorized as "first-time, entered on time" when their parents reported enrolling them the year in which they met the age requirement; "first-time, delayed entrants" when their parents reported that they had waited until fall 1998 to enroll their children even though they had been age eligible a year earlier; and "first-time, early entry" if their districts had allowed them to start kindergarten before they were officially age eligible (this last category accounted for only 2 percent of children enrolled in kindergarten). "Delayed entry" children could have been kept out by their parents to allow for an extra year to mature or possibly because of developmental difficulties.

The analysis sample for *indicator 18* was limited to students who were enrolled in kindergarten in fall 1998, who did not enter

# Note 3: Other Surveys

Continued

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. Approximately 69 percent of Hispanic children and 84 percent of Asian children were assessed in English at all three points in time.

The ECLS–K battery to assess knowledge and skills covered reading and mathematics. Scale scores were developed to describe reading and mathematics achievement, and estimates of the percentage of children mastering certain skills were calculated. Reading skills assessed included letter recognition, beginning sounds, ending sounds, sight words, and the use of words in context. Mathematics skills assessed included number and shape recognition, relative size, ordinality, addition and subtraction, and multiplication and division.

Further information on the survey is available at http://nces.ed.gov/ecls/kindergarten.asp/.

## Educational Longitudinal Study of 2002 (ELS:2002)

The Education Longitudinal Study of 2002 (ELS:2002) is the fourth major national longitudinal survey of high school students conducted by NCES. Three similar previous surveys were the National Longitudinal Study of the High School Class of 1972 (NLS–72), the High School and Beyond Longitudinal Study of 1980 (HS&B:80), and the National Education Longitudinal Study of 1988 (NELS:88). Like its predecessors, ELS:2002 is designed to provide information to researchers, policymakers, and the public about high school students' experiences and activities, and to track changes in these young people's lives as they mature in the years after high school. ELS:2002 sampled and collected data from 10th-graders in spring 2002 (the base year), along with data from their English and mathematics teachers, their school's librarian and principal, and one parent for each student. The base-year data include 10th-graders' scores on cognitive tests in reading and mathematics, and the first follow-up will include a test in mathematics. Follow-up surveys are currently planned for 2004 (when most students in the cohort will be seniors preparing for high school graduation) and for 2006. About 750 schools were selected (in both the public and private sectors); about 15,000 students in these schools completed base-year surveys, along with about 13,000 of their parents, 7,000 of their teachers, 700 principals, and 700 librarians.

ELS:2002 collected information on students' experiences while in high school (including their coursetaking, achievement, extracurricular activities, social lives, employment, and risk-taking behaviors); students' aspirations, life goals, attitudes, and values; and the influence of family members, friends, teachers, and other people in their lives. Following the same cohort of students over time allows data users to monitor changes in students' lives, including their progress through high school, participation in postsecondary education (entry, persistence, achievement, and attainment), early experiences in the labor market, family formation, and civic participation. In addition, by combining data about students' school programs, coursetaking experiences, and cognitive outcomes with information from teachers and principals, the ELS:2002 data support investigation of numerous educational policy issues. Such policy questions include the influence of different curriculum paths, instructional methods, and teacher characteristics and whether the effectiveness of high schools varies with their size, organization, student body composition, academic climate, and other characteristics.

*Indicator 29* uses data from the ELS: 2002. For further details on the survey, see http://nces.ed.gov/surveys/els2002/overview.asp.

# Note 3: Other Surveys

**Continued**

## Integrated Postsecondary Education Data System (IPEDS)

The Integrated Postsecondary Education Data System (IPEDS) is the core program that NCES uses for collecting data on postsecondary education. (Before IPEDS some of the same information was collected by the Higher Education General Information Survey [HEGIS]. *Indicators 7, 32,* and *40* use data from the HEGIS.) IPEDS is a single, comprehensive system that encompasses all identified institutions whose primary purpose is to provide postsecondary education.

IPEDS consists of institution-level data that can be used to describe trends in postsecondary education at the institution, state, and/or national levels. For example, researchers can use IPEDS to analyze information on (1) enrollments of undergraduates, first-time freshmen, and graduate and first-professional students by race/ethnicity and sex; (2) institutional revenue and expenditure patterns by source of income and type of expense; (3) salaries of full-time instructional faculty by academic rank and tenure status; (4) completions (awards) by type of program, level of award, race/ethnicity, and sex; (5) characteristics of postsecondary institutions, including tuition, room and board charges, calendar systems, and so on; (6) status of postsecondary vocational education programs; and (7) other issues of interest.

Data are collected from approximately 9,900 postsecondary institutions, including the following: baccalaureate or higher degree-granting institutions, 2-year award institutions, and less-than-2-year institutions (i.e., institutions whose awards usually result in terminal occupational awards or are creditable toward a formal 2-year or higher award). Each of these three categories is further disaggregated by control (public, private not-for-profit, private for-profit), resulting in nine institutional categories or sectors.

The completion of all IPEDS surveys is mandatory for all institutions that participate or are applicants for participation in any federal financial assistance program authorized by Title IV of the Higher Education Act of 1965.

*Indicators 7, 31, 32, 33, 34*, and *40* use data from the IPEDS. The institutional categories used in the surveys are described in *supplemental note 8*. Further information about IPEDS is available at http://nces.ed.gov/ipeds/.

## Longitudinal School District Fiscal-Nonfiscal File, Fiscal Years 1990 To 2000 (FNF)

The Longitudinal School District Fiscal-Nonfiscal File, fiscal years 1990 to 2000 (FNF) contains fiscal and nonfiscal district data for each year from 1989–90 to 1999–2000 for the universe of regular public elementary and secondary school districts. The database is designed to be used by researchers to test hypotheses about longitudinal trends in school districts over this period. To facilitate analysis, all missing data have been replaced by statistical imputations, and clearly erroneous responses have been edited and replaced by plausible values.

*Indicator 36* uses data from the FNF. Further information about the database is available at http://nces.ed.gov/edfin/.

## National Crime Victimization Survey (NCVS)

The National Crime Victimization Survey (NCVS) is the nation's primary source of information on criminal victimization. Initiated in 1972 and redesigned in 1992, the NCVS annually collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and

# Note 3: Other Surveys

Continued

their households each year. The survey measures crimes reported as well as those not reported to police. The NCVS sample consists of about 53,000 households. U.S. Bureau of the Census personnel interview all household members age 12 or older within each sampled household to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview. About 75,235 persons age 12 or older are interviewed each 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. The first of these seven household interviews is used only to bound future interviews by establishing a time frame in order to avoid duplication of crimes reported in the six subsequent interviews. After their seventh interview, households are replaced by new sample households. Data are obtained on the frequency, characteristics, and consequences of criminal victimization in the United States. The survey enables the Bureau of Justice Statistics (BJS) to estimate the likelihood of victimization for the population as a whole as well as for segments of the population such as women, the elderly, members of various racial groups, city dwellers, or other groups. The NCVS provides the largest national forum for victims to describe the impact of crime and the characteristics of violent offenders.

*Indicators 15* and *30* use data from NCVS. Further information about the survey is available at http://www.census.gov/rodet/www/ncvs.html.

## National Education Longitudinal Study of 1988 (NELS)

The National Education Longitudinal Study of 1988 (NELS:88) is the third major secondary school student longitudinal study sponsored by NCES. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS–72) and the High School and Beyond Longitudinal Study of 1980 (HS&B:80), surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences. Unlike its predecessors, NELS:88 begins with a cohort of 8th-grade students. In 1988, some 25,000 8th-graders and their parents, teachers, and school principals were surveyed. Follow-ups were conducted in 1990, 1992, and 1994, when a majority of these students were in 10th and 12th grades, and then 2 years after their scheduled high school graduation. A fourth follow-up was conducted in 2000.

NELS:88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). For the base year, NELS:88 includes a multifaceted student questionnaire, four cognitive tests, and separate questionnaires for parents, teachers, and schools.

In 1990, when the students were in 10th grade, the students, school dropouts, teachers, and school principals were surveyed. The 1988 survey of parents was not a part of the 1990 follow-up. In 1992, when most of the students were in 12th grade, the second follow-up conducted surveys of students, dropouts, parents, teachers, and school principals. Also, information from the students' transcripts was collected. (For more information on the transcript data, see *supplemental note 6*.)

In 1994, the third follow-up of students took place. By this time, most of the survey participants had graduated from high school, and many had begun postsecondary education or

# Note 3: Other Surveys

**Continued**

entered the workforce. This follow-up focused on issues related to postsecondary access, employment, and whether high school dropouts had earned a high school credential (and if so, by what route).

In 2000, the fourth (and final) NELS:88 follow-up occurred. By this time, most of the participants had been out of high school for 8 years. The study focused on postsecondary enrollment and completion, transitions into the labor force, and family formation. For those who had enrolled in any postsecondary education, postsecondary transcripts were collected from each institution attended.

*Indicators 21* and *22* use data from NELS:88. Further information about the survey is available at http://nces.ed.gov/surveys/nels88/.

## National Household Education Surveys Program (NHES)

The National Household Education Surveys Program (NHES), conducted in 1991, 1993, 1995, 1996, 1999, 2001, and 2003, collects data on educational issues that cannot be addressed by school-level data. Each survey collects data from households on at least two topics, such as adult education, early childhood program participation, parental involvement in education, and before- and afterschool activities.

NHES surveys the civilian, noninstitutionalized U.S. population in the 50 states and the District of Columbia. Interviews are conducted using computer-assisted telephone interviewing. Data are collected from adults and occasionally from older children (grades 6–12). Whether older or younger children are sampled, data about them are collected from the parent or guardian who is most knowledgeable.

Although NHES is conducted primarily in English, provisions are made to interview persons who speak only Spanish. Questionnaires are translated into Spanish, and bilingual interviewers, who are trained to complete the interview in either English or Spanish, are employed. NHES only conducts interviews in English and Spanish, so if there is no respondent in the household who can speak either language, the interview is not completed.

*Indicator 3* uses data from the NHES. Further information about the program is available at http://nces.ed.gov/nhes/.

## Office of Civil Rights Elementary and Secondary School Survey

The Elementary and Secondary School Survey (E&S Survey), conducted by the U.S. Department of Education, Office of Civil Rights since 1968, collects data on the public elementary and secondary schools in the United States. It is the primary vehicle for collecting data on children's civil rights and federal enforcement of those rights. It is used by the Department of Education to ensure implementation of Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990. Together, these regulations prohibit discrimination on the basis of race, color, national origin, sex, age, and disability in public education programs and activities that receive federal financial assistance.

The 2000 E&S Survey, unlike its previous versions, was a universe survey consisting of all public school districts in the country. The sample was formed by examining all possible public school districts and removing those that were deemed ineligible, primarily due to either having no schools or containing only prekindergarten schools. The survey was then sent to all 15,089 eligible school districts. Ninety-seven percent of school districts responded, and within those dis-

# Note 3: Other Surveys

Continued

tricts, 99.95 percent of schools responded. Each school reported information on the children in the school and was required to sign and certify the accuracy of the information.

*Indicator 6* uses data from the 2000 E&S Survey. Further information about the survey is available at http://205.207.175.84/ocr2000r/.

## Private School Universe Survey (PSS)

The Private School Universe Survey (PSS) was established in 1988 to ensure that private school data (in categories that have been used since the 1890s) would be collected on a more regular basis. With the help of the U.S. Bureau of the Census, the PSS is conducted biennially to provide the total number of private schools, students, and teachers, and to build a universe of private schools in the 50 states and the District of Columbia, to serve as a sampling frame of private schools for NCES sample surveys.

In the most recent PSS data collection, conducted in 2001–02, the survey was sent to 29,273 qualified private schools and had a response rate of 94.9 percent.

*Indicator 2* uses data from the PSS. Further information on the surveys is available at http://nces.ed.gov/surveys/pss/.

## Schools and Staffing Survey (SASS)

The Schools and Staffing Survey (SASS) is the nation's largest sample survey of America's elementary and secondary schools. First conducted in 1987–88, SASS periodically surveys the following:

- public schools, collecting data on school districts, schools, principals, teachers, and library media centers;
- private schools, collecting data on schools, principals, teachers, and library media centers;
- schools funded by the Bureau of Indian Affairs (BIA), collecting data on schools, principals, teachers, and library media centers; and
- public charter schools, collecting data on schools, principals, teachers, and library media centers.

SASS provides data on characteristics and qualifications of teachers and principals, teacher hiring practices, professional development, class size, and other conditions in schools. SASS data are designed to allow comparisons of public and private schools and staff and permit the analysis of trend data. In addition, SASS data are state-representative for the public sector and affiliation-representative for the private sector. Public schools are also linked to their respective districts. Public charter schools and their teachers and principals were included in the 1999–2000 administration of the SASS.

For the 1999–2000 SASS, to ensure that the sample sizes were sufficient for public and private school estimates, a stratified probability sample design was used that oversampled schools based on certain characteristics. All charter schools that were in existence during the 1998–99 school year and all schools funded by the BIA were included in the sample. For all sampled schools, teachers within those schools were first stratified by specific characteristics as reported by the school and then sampled. In addition, districts (for public schools only), principals, and library media centers (information on charter school libraries was collected on the school survey) associated with the schools were surveyed.

*Indicator 26* and the special analysis use data from the SASS. Further information about the survey is available at http://nces.ed.gov/surveys/SASS/OVERVIEW.ASP.

# Note 3: Other Surveys

**Continued**

## Survey of Public Participation in the Arts (SPPA)

The Survey of Public Participation in the Arts (SPPA), initiated by the National Endowment for the Arts (NEA) in 1982, is a periodic survey that examines the public's involvement in a variety of arts and art forms. The SPPA asks participants about their involvement with the performing arts, visual arts, historic site visits, music, and literature. The NEA surveyed the U.S. public in 1982, 1985, 1992, and 2002 as part of larger surveys conducted by the Bureau of the Census. In 1982, the SPPA was part of the National Crime Survey. In 1985 and 1992, it was part of the National Crime Victimization Survey. In 2002, it was part of the Current Population Survey, August Supplement. The NEA also conduced a stand-alone version of the survey in 1997, but due to different methodologies, the results are not compatible to those of other years in the historical trend.

The 1982 and 1985 SPPAs had over 17,000 respondents age 18 or older. These two surveys asked all respondents questions about their live arts attendance and participation and asked questions on a rotating basis pertaining to arts education, non-arts leisure activities, arts facilities, music preferences, arts creation and other participation, media engagement, and barriers to attending live performances.

The 1992 survey included 12,736 adults age 18 or older and used a similar format as the earlier two surveys; however, the non-live arts questions were asked of all respondents. Additional changes were also made: for example, rather than just asking respondents one question about whether they had read any novels or short stories, plays, or poetry in the last 12 months, they were asked three separate questions. In addition, they were asked separate questions to determine whether they had read poetry or had listened to poetry in the past 12 months. In addition, a distinction was drawn between reading books and reading literature by first including a question about reading books ("With the exception of books required for work or school, did you read any books during the last 12 months?") and then asking the question about reading literature.

The 2002 survey was part of the CPS and had 17,135 respondents. The questionnaire closely followed the 1992 questionnaire, with slight modifications.

*Indicator 15* uses data from SPPA. Further information about the survey can be found at http://www.cpanda.org/data/profiles/sppa.html.

## Notes

[1] Bayley Short Form—Research Edition. Copyright © 2001 by The Psychological Corporation, a Harcourt Assessment Company. Adapted from the Bayley Scales of Infant Development: Second Edition. Copyright © 1993 by The Psychological Corporation. Adapted and reproduced by permission of the publisher. All rights reserved.

[2] Bayley, N. (1993). *Bayley Scales of Infant Development, Second Edition Manual*. San Antonio, TX: The Psychological Corporation.

# Note 4: National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), governed by the National Assessment Governing Board (NAGB), is administered regularly in a number of academic subjects. Since its creation in 1969, NAEP has had two major goals: to assess student performance reflecting current educational and assessment practices and to measure change in student performance reliably over time. To address these goals, the NAEP includes a main assessment and a long-term trend assessment. The assessments are administered to separate samples of students at separate times, use separate instruments, and measure different educational content. Consequently, results from the assessments should not be compared.

## Main NAEP

*Indicators 9*, *10*, and *14* are based on the main NAEP. The main NAEP periodically assesses students' performance in several subjects, following the curriculum frameworks developed by the NAGB and using the latest advances in assessment methodology. NAGB develops the frameworks using standards developed within the field, using a consensus process involving educators, subject-matter experts, and other interested citizens. Before 2002, the NAEP national sample was an independently selected national sample. However, beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state. As a result, the size of the national sample increased in 2002, which means that smaller differences between estimates from different administrations and different types of students can now be found to be statistically significant than can be detected in assessment results reported before 2002.

The content and nature of the main NAEP evolves to match instructional practices, so the ability to measure change reliably over time is limited. As standards for instruction and curriculum change, so does the main NAEP. As a result, data from different assessments are not always comparable. However, recent NAEP main assessment instruments for mathematics, science, and reading have typically been kept stable for short periods, allowing for a comparison across time. For example, from 1990 to 2003, assessment instruments in the same subject areas were developed using the same framework, shared a common set of questions, and used comparable procedures to sample and address student populations. For some subjects that are not assessed frequently, such as civics and the arts, no trend data are available.

The main NAEP results are reported in *The Condition of Education* in terms of both average scale scores and achievement levels. The achievement levels define what students who are performing at *Basic*, *Proficient*, and *Advanced* levels of achievement should know and be able to do. NAGB establishes achievement levels whenever a new main NAEP framework is adopted. These achievement levels have undergone several evaluations but remain developmental in nature and continue to be used on a trial basis. Until the Commissioner of NCES determines that the levels are reasonable, valid, and informative to the public, they should be interpreted and used with caution. The policy definitions of the achievement levels that apply across all grades and subject areas are as follows:

- *Basic:* This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient:* This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced:* This level signifies superior performance.

# Note 4: National Assessment of Educational Progress (NAEP)

**Continued**

For additional information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard/researchcenter/papers.asp.

### *Student Accommodations*

Until 1996, the main NAEP assessments excluded certain subgroups of students identified as "special needs students," including students with disabilities and students with limited English proficiency. For the 1996 and 2000 mathematics assessments and the 1998 and 2000 reading assessments, the main NAEP included a separate assessment with provisions for accommodating these students (e.g., extended time, small group testing, mathematics questions read aloud, and so on). Thus, for these years, there are results for both the unaccommodated assessment and the accommodated assessment. For the 2002 and 2003 reading and 2003 mathematics assessments, the main NAEP did not include a separate unaccommodated assessment; only a single accommodated assessment was administered. The switch to a single accommodated assessment instrument was made after it was determined that accommodations in NAEP did not have any significant effect on student scores. *Indicators 9* and *10* present NAEP results with and without accommodations.

### *Mathematics Coursetaking*

The 2003 main NAEP assessments include questions asking students about their coursetaking patterns. In 8th grade, students reported on the mathematics course they were currently taking. For reporting purposes, courses were grouped into lower level (group 1) courses and higher level (group 2) courses. Group 1 courses include 8th-grade mathematics and prealgebra. Group 2 courses include algebra I, algebra II, geometry, and integrated or sequential mathematics. *Indicator 10* presents NAEP results by 8th-grade mathematics coursetaking.

### *Charter School Pilot Study*

As the charter school movement has grown, interest in how charter schools function and how their students perform academically has increased. Motivated by this interest, NAGB asked the National Center for Education Statistics (NCES) to conduct a pilot study of charter schools. This pilot study was conducted as part of the 2003 main NAEP national assessment of 4th-graders in reading and mathematics. This study applied the same procedures used for all other public schools in the main NAEP sample; however, additional procedures were also used to ensure that the sample of charter schools within each state was proportional to their representation in the total population of charter schools. In particular, charter schools in three states (California, Michigan, and Texas) were oversampled because they account for almost half of all charter school students nationally. The original charter school sample was drawn from the 2000–01 Common Core of Data (CCD). At final count, 150 charter schools were included in the sample. For more details on the pilot study, see http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005456. *Indicator 28* uses data from the Charter School Pilot Study.

## Long-Term Trend NAEP

The long-term trend NAEP measures basic student performance in reading, mathematics, science, and writing. Since the mid-1980s, the long-term trend NAEP has used the same instruments to provide a means to compare performance over time, but they do not necessarily reflect current teaching standards or curricula. Results have been reported for students at ages 9, 13, and 17 in mathematics, reading, and science, and at grades 4, 8, and 11 in writing. Results from the long-term trend NAEP are presented as mean scale scores because, unlike the main NAEP, the long-term trend NAEP does not define achievement levels. None of the indicators in *The Condition of Education 2005* are based on the long-term trend NAEP assessments.

# Note 5: International Assessments

## Program for International Student Assessment (PISA)

*Indicators 13* and *26* are based on data collected as part of the Program for International Student Assessment (PISA). First conducted in 2000, PISA had its first follow-up in 2003 and has a second follow-up scheduled in 2006. The focus of each PISA is on the capabilities of 15-year-olds in reading literacy, mathematics literacy and problem solving, and science literacy. However, in each assessment year, PISA provides a detailed examination for a different one of the three subjects and basic examination of the other two subjects. The 2000 assessment focused on reading. The 2003 assessment focused on mathematics literacy and problem solving. The 2006 assessment will focus on science literacy. PISA is sponsored by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of 30 industrialized countries that serves as a forum for member countries to cooperate in research and policy development on social and economic topics of common interest.

In 2003, 41 countries participated in PISA, including all 30 of the OECD countries and 11 non-OECD countries. To implement PISA, each participating country selected a nationally representative sample of 15-year-olds. A minimum of 4,500 students from a minimum of 150 schools was required. Each student completed a 2-hour paper-and-pencil assessment. The results of one OECD country, the United Kingdom, are not discussed due to low response rates. Because PISA is an OECD initiative, all international averages presented for PISA are the average of the participating OECD countries' results.

PISA seeks to represent the overall yield of learning for 15-year-olds. PISA assumes that by the age of 15, young people have had a series of learning experiences, both in and out of school, that allow them to perform at particular levels in reading, mathematics, and science literacy. Formal education will have played a major role in student performance, but other factors, such as learning opportunities at home, also play a role. PISA's results provide an indicator of the overall performance of a country's educational system, but they also provide information about other factors that influence performance (such as hours of instructional time, which was used in *indicator 26*). By assessing students near the end of compulsory schooling in key knowledge and skills, PISA provides information about how well prepared students will be for their future lives as they approach an important transition point for education and work. PISA thus aims to show how well equipped 15-year-olds are for their futures based on what they have learned up to that point.

*Indicator 13* discusses student performance in mathematics literacy and problem solving. These concepts are defined by PISA as follows.

Mathematics literacy is defined as "an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned, and reflective citizen." Mathematics literacy can be broken down into four domains or subscales: (1) space and shape, which includes recognizing shapes and patterns; (2) change and relationships, which includes data analysis needed to specify relationships or translate between representations; (3) quantity, which focuses on quantitative reasoning and understanding of numerical patterns, counts, and measures; and (4) uncertainty, which includes statistics and probability.

Problem solving is defined as "an individual's capacity to use cognitive processes to confront and resolve real, cross-disciplinary situations

# Note 5: International Assessments

**Continued**

where the solution is not immediately obvious, and where the literacy domains or curricular areas that might be applicable are not within a single domain of mathematics, science, or reading." Students completed exercises that assessed the students' capabilities in using reasoning processes not only to draw conclusions, but also to make decisions, to troubleshoot (i.e., to understand the reasons for malfunctioning of a system or device), and/or to analyze the procedures and structures of a complex system (such as a simple kind of programming language). Problem-solving items required students to apply various reasoning processes, such as inductive and deductive reasoning, reasoning about cause and effect, or combinatorial reasoning (i.e., systematically comparing all the possible variations that can occur in a well-described situation). Students were also assessed in their skills in working toward a solution and communicating the solution to others through appropriate representations.

A comparative analysis of the National Assessment of Education Progress (NAEP), Trends in International Mathematics and Science Study (TIMSS), and PISA mathematics assessments sponsored by NCES found that PISA used far fewer multiple choice items and had a much stronger content focus on the "data" area (which often deals with using charts and graphs), which fits with PISA's emphasis using materials with a real-world context. For more results from the study, see *A Content Comparison of the NAEP, TIMSS,* and *PISA 2003 Mathematics Assessments* (NCES 2005–112).

## Progress in International Reading Literacy Study (PIRLS)

*Indicator 26* is based on data collected in 2001 as part of the Progress in International Reading Literacy Study (PIRLS). The study, conducted by the International Association for the Evaluation of Educational Achievement (IEA), assessed the reading comprehension of children in 35 countries. In each country, students from the upper of the two grades with the most 9-year-olds (4th grade in the United States and most countries) were assessed. Designed to be the first in a planned 5-year cycle of international trend studies in reading literacy by IEA, PIRLS 2001 provides comparative information on the reading literacy of 4th-graders and also examines factors that may be associated with the acquisition of reading literacy in young children, such as hours of instructional time, which is used in *indicator 26*.

For further information on PIRLS, see http://nces.ed.gov/surveys/pirls.

## Trends in International Mathematics and Science Study (TIMSS)

The Trends in International Mathematics and Science Study (TIMSS), under the auspices of the International Association for the Evaluation of Educational Achievement (IEA), assessed the science and mathematics achievement of students in 41 countries in grades 3, 4, 7, 8, and the final year of secondary school in 1995. Information about how mathematics and science learning takes place in each country was also collected. TIMSS asked students, their teachers, and their school principals to complete questionnaires about the curriculum, schools, classrooms, and instruction. The TIMSS assessment was repeated in 1999 in 45 countries at grade 8 and in 2003 in 25 countries at grade 4 and 45 countries at grade 8, so that changes in achievement over time can be tracked. Moreover, TIMSS is closely linked to the curricula of the participating countries, providing an indication of the degree to which students have learned concepts in mathematics and science they have encountered in school.

# Note 5: International Assessments

Continued

*Indicators 11* and *12* use data from the TIMSS.

### 1995 TIMSS

In 1995, the assessment components of TIMSS tested students in three populations:

- *Population 1*: Students enrolled in the two adjacent grades that contained the largest proportion of 9-year-old students at the time of the assessment—3rd- and 4th-grade students in most countries.
- *Population 2*: Students enrolled in the two adjacent grades that contained the largest proportion of 13-year-old students at the time of the assessment—7th- and 8th-grade students in most countries.
- *Population 3*: Students enrolled in their final year of secondary education, which ranged from 9th to 14th grade. In many countries, students in more than one grade participated in the study because the length of secondary education varied by type of program (e.g., academic, technical, vocational). No indicators in *The Condition of Education 2005* used data from this population.

All countries that participated in the study were required to administer assessments to the students in the two grades at Population 2 but could choose whether to participate in the assessments of other populations. Results for Population 2 were reported for 42 countries.

TIMSS used a two-stage sample design. For Populations 1 and 2, the first stage involved selecting, at a minimum, 150 public and private schools within each country. Countries were allowed to oversample for analyses of particular national interest, and all collected data were appropriately weighted to account for the final sample. Random sampling methods were then used to select from each school one mathematics class for each grade level within a population (generally 3rd and 4th for Population 1 and 7th and 8th for Population 2). All of the students in these mathematics classes (except for excluded students) then participated in the TIMSS testing in science and mathematics. This design was also used in 1999 and 2003.

The development of TIMSS was a cooperative effort including representatives from every participating country (a list of participating countries is available on the TIMSS website, given below). The TIMSS assessment was based on collaboratively developed frameworks for the topics from curricula in mathematics and science to be assessed, and the framework and related consensus process involved content experts, education professionals, and measurement specialists from many different countries. The assessment included multiple-choice and constructed-response questions.

### 1999 TIMSS

For the 1999 assessment, the international desired population consisted of all students in the country who were enrolled in the upper of the two adjacent grades that contained the greatest proportion of 13-year-olds at the time of testing. These populations corresponded with Population 2 in 1995 except that only students in the higher of the two adjacent grades containing the largest proportion of 13-year-olds at the time of the assessment were included in the sample instead of students from both of these grades. In the United States and most countries, this corresponded to grade 8.

All countries that participated in the 1995 TIMSS were invited to participate in the 1999 TIMSS, along with some countries that did not participate in 1995. In total, 38 countries collected data for the 1999 TIMSS: 26 that had participated in the 1995 TIMSS and 12 that

# Note 5: International Assessments

**Continued**

were participating for the first time. (A list of participating countries is available on the TIMSS website, given below.)

### *2003 TIMSS*

For the 2003 assessment, the international desired population consisted of all students in the country who were enrolled in the upper of the two adjacent grades that contained the greatest proportion of 9- and 13-year-olds at the time of testing (Populations 1 and 2, respectively, except only the upper of the two adjacent grades). In the United States and most countries, this corresponded to grades 4 and 8. In all, 25 countries participated at grade 4, and 45 countries participated at grade 8. (A list of participating countries is available on the TIMSS website, given below.)

Approximately one-third of the 1995 4th-grade assessment items and one-half of the 1999 8th-grade assessment items were used in the 2003 assessment. Development of the 2003 assessment began with an update of the assessment frameworks to reflect changes in the curriculum and instruction of participating countries. "Problem-solving and inquiry" tasks were added to the 2003 assessment to assess how well students could draw on and integrate information and processes in mathematics and science as part of an investigation or in order to solve problems.

For the 2003 assessment, countries were placed into one of 4 categories based upon their response rate, detailed in the table below. In *indicators 11* and *12*, countries in category 1 appear in the tables and figures without annotation; countries in category 2 are annotated in the tables and figures as "met international guidelines for participation rates only after replacement schools were included"; countries in category 3 are annotated in the tables and figures as "country did not meet international sampling or other guidelines"; and countries in category 4 are not included in the indicators. In addition, annotations are included when the exclusion rate for a country exceeds 10 percent. Latvia is designated as "Latvia-LSS (Latvian-speaking schools)" in some analyses because data collection in 1995 and 1999 was limited to only those schools in which instruction was in Latvian. Finally, Belgium is annotated as Belgium-Flemish because only the Flemish education system in Belgium participated in TIMSS.

# Note 5: International Assessments

**Continued**

**Response rates for the 2003 TIMSS assessment**

| Category | Reason for inclusion in group |
|---|---|
| Category 1: met requirements | ■ An unweighted or weighted school response rate without replacement of at least 85 percent and an unweighted or weighted student response rate of at least 85 percent.<br>■ The product of the weighted school response rate without replacement and the weighted student response rate of at least 75 percent. |
| Category 2: met requirements after replacement | ■ If the requirements for category 1 are not met but the country had either an unweighted or weighted school response rate without replacement of at least 50 percent and had either:<br>■ An unweighted or weighted school response rate with replacement of at least 85 percent and a weighted student response rate of at least 85 percent; or<br>■ The product of the weighted school response rate with replacement and the weighted student response rate of at least 75 percent. |
| Category 3: close to meeting requirements after replacements | ■ If the requirements for category 1 or 2 are not met but the country had either an unweighted or weighted school response rate without replacement of at least 50 percent; and<br>■ The product of the weighted school response rate with replacement and the weighted student response rate near 75 percent. |
| Category 4: failed to meet requirements | ■ Unacceptable sampling response rate even when replacement schools are included. |

For further information on TIMSS, see http://nces.ed.gov/timss.

# Note 6: NAEP, NELS, NLS, and HS&B Transcript Studies

Transcript studies collect information on (1) the academic courses that individual students completed in high school or at college or university, (2) what type of diploma(s) or degree(s) those students earned, and (3) when they received them. This supplemental note describes how indicators in this volume of *The Condition of Education* use transcript data and the categorization schema used in their analysis.

*Indicators 21* and *22* use data from the postsecondary transcript studies done as part of NCES longitudinal studies of academic cohorts:

- *1972 Cohort*: The National Longitudinal Study of the High School Class of 1972 (NLS:72/86), with a sample of 22,500 12th-graders. Postsecondary transcripts were collected in 1984 for 12,600 of these students.
- *1982 Cohort*: High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:PETS), with a sample of over 30,000 10th-graders. The students in this cohort were scheduled to graduate from high school in 1982. Postsecondary transcripts were collected in 1993 for 8,400 of these students (HS&B-So:PETS).
- *1992 Cohort*: The National Education Longitudinal Study of 1988 (NELS: 88/2000), with a sample of 24,600 8th-graders. The students in this cohort were scheduled to graduate from high school in 1992. Postsecondary transcripts were collected in 2000 for 8,900 of these students (NELS:88/2000-PETS).

The analyses reported in *indicators 21* and *22* are based on a subsample of students from each cohort who were in 12th grade on schedule and who earned a bachelor's degree within 8.5 years of their graduation from high school.

## Advanced Academic High School Coursework

*Indicator 25* borrows the definitions of advanced mathematics, English, science, and foreign language coursework from the "academic pipeline" taxonomy (for details on this taxonomy, see *The Condition of Education 2003* and *2004*, *supplemental note 6*). For its analysis, *indicator 25* counted how many advanced courses in each of these four subjects were offered by public and private high schools that participated in the U.S. Department of Education's National Assessment of Educational Progress (NAEP) 2000 High School Transcript Study (HSTS).

The courses (and subgroups of courses in the "academic pipeline") that constitute the advanced academic coursework for each of the four subjects are as follows:

### *Mathematics*

Advanced academic coursework in mathematics is divided into the following three sublevels:

- *Advanced academic level I*: algebra III; algebra/trigonometry; algebra/analytical geometry; trigonometry; trigonometry/solid geometry; analytical geometry; linear algebra; probability; probability/statistics; statistics; statistics (other); and independent study.
- *Advanced academic level II*: precalculus and introduction to analysis.
- *Advanced academic level III*: advanced placement (AP) calculus; calculus; and calculus/analytical geometry.

### *English*

Advanced academic coursework includes all honors-level courses in English.

# Note 6: NAEP, NELS, NLS, and HS&B Transcript Studies

Continued

### Science

Advanced academic coursework in science includes the following three subgroups:

- *Advanced biology*: advanced biology, International Baccalaureate (IB) biology II, IB biology III, AP biology, field biology, genetics, biopsychology, biology seminar, biochemistry and biophysics, biochemistry, botany, cell and molecular biology, cell biology, microbiology, anatomy, and miscellaneous specialized areas of life sciences.
- *Chemistry II*: chemistry II, IB chemistry II, IB chemistry III, and AP chemistry.
- *Physics II*: physics II, IB physics, AP physics B, AP physics C: mechanics, AP physics C: electricity/magnetism, and physics II without calculus.

### Foreign Language

Advanced academic coursework in a foreign language includes the following two subgroups:

- *Year 4*: a year-long course in 12th-grade foreign language instruction or higher.[1]
- *AP instruction*: an AP foreign language course.

The foreign language academic pipeline does not classify all foreign language study: only courses in French, German, Latin, and Spanish are counted because these were the most commonly offered foreign languages when the pipeline was created and remain so today.

## Fields of Study for Postsecondary Degrees

*Indicator 21* used the following 12 general fields of study to categorize data on postsecondary degree majors collected as part of the "Postsecondary Transcript Study, 2002" of the National Education Longitudinal Study of 1988 (NELS:88/2000-PETS). Each general category includes several more narrowly defined fields of study.

*Business*: accounting; finance; management; labor relations; marketing; retailing; hospitality management; real estate; agriculture business/production.

*Education*: early childhood, elementary, secondary, special, and physical education; library/archival science.

*Engineering/technical/architecture*: architectural/environmental design; computer technology; electrical, chemical, civil, mechanical engineering.

*Physical sciences*: chemistry; geology/earth science; physics.

*Mathematics/computer science*: computer programming; data/information management; computer science; information technologies; statistics.

*Life science*: agricultural/animal/plant science; conservation/natural resources; forestry; biochemistry; environmental studies; biopsychology.

*Health science and services*: medical/vet lab technician/assistant; dental assistant/hygienist; physical therapy; occupational therapy; speech pathology/audiology; clinical health science; nursing; health/hospital administration; public health; nutrition/food science.

*Humanities*: foreign languages; English/American literature; writing: creative/technical; philosophy; religious studies.

*Fine and performing arts*: graphic/industrial design; drama, speech; film arts; music; fine arts/art history; interior design; textiles/fashion; graphic/print communication.

# Note 6: NAEP, NELS, NLS, and HS&B Transcript Studies

**Continued**

*Social sciences*: American studies/civilization; area studies; ethnic studies; paralegal/pre-law; law; women's studies; psychology; anthropology/archaeology; economics; geography; history; sociology; political science; international relations.

*Applied social sciences*: journalism; communications; child study/guidance; clinical/counseling psychology; recreation/sports; social work; public administration; human/community service.

*Other*: other business support; medical office support; communication technologies; other personal service; culinary arts/food management; liberal/general studies; integrated/general science; theology; bible studies; air transport.

## Notes

[1] Year 3 of foreign language study (1 year of 11th-grade instruction) is not included in this definition of advanced coursework.

# Note 7: Student Disabilities

The U.S. Department of Education's Office of Special Education Program (OSEP) collects information on students with disabilities as part of the implementation of the Individuals with Disabilities Education Act (IDEA). OSEP classifies students with disabilities according to 4 categories of educational environments and 13 categories of disabilities. *Indicator 6* uses 3 of these categories of disabilities in its analysis: emotional disturbance, mental retardation, and specific learning disabilities. *Indicator 27* analyzes all 13 categories of disabilities (but only shows totals). These categories are defined by OSEP as follows. (For more detailed definitions, see www.ideadata.org.)

## Educational Environments for Students With Disabilities

- **Regular classroom**: includes children who receive special education services in programs designed primarily for nondisabled children.
- **Separate facility (public and private)**: includes children and youth who receive special education services for greater than 50 percent of the school day in a facility that does not house programs for students without disabilities.
- **Residential facility (public and private)**: includes children who are served in publicly or privately operated programs in which children receive *special education* or *related services* for greater 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.

## Disability Categories

### *Autism*

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

### *Deaf-blindness*

Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for children with deafness or children with blindness.

### *Developmental Delay*

This term may apply to children between the ages 3–9 who experience developmental delays in one or more of the following areas: physical development, communication development, social or emotional development, or adaptive development; and who therefore need special education and related services. It is optional for states and local education agencies (LEAs) to adopt and use this term to describe any child within its jurisdiction.

# Note 7: Student Disabilities

**Continued**

### *Emotional Disturbance*

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

### *Hearing Impairments*

An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of deafness in this section.

Although children and youth with deafness are not included in the definition of hearing impairment, they are counted in the hearing impairment category.

### *Mental Retardation*

Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

### *Multiple Disabilities*

Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

### *Orthopedic Impairments*

A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures, or burns that cause contractures).

### *Other Health Impairments*

Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that

- is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- adversely affects a child's educational performance.

# Note 7: Student Disabilities

Continued

### *Specific Learning Disabilities*

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

### *Speech or Language Impairments*

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

### *Traumatic Brain Injury*

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

### *Visual Impairments*

An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

# Note 8: Classification of Postsecondary Education Institutions

The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) employs various categories to classify postsecondary institutions. This note outlines the different categories used in varying combinations in *indicators 7*, *21*, *31*, *32*, and *33*.

## Basic IPEDS Classifications

The term "postsecondary institutions" is the category used to refer to institutions with formal instructional programs and a curriculum designed primarily for students who have completed the requirements for a high school diploma or its equivalent. For many analyses, however, comparing all institutions from across this broad universe of postsecondary institutions would not be appropriate. Thus, postsecondary institutions are placed in one of three levels, based on the highest award offered at the institution:

- *4-year-and-above institutions*: Institutions or branches that award a 4-year degree or higher in one or more programs, or a postbaccalaureate, postmaster's, or post-first-professional certificate.
- *2-year but less-than-4-year institutions*: Institutions or branches that confer at least a 2-year formal award (certificate, diploma, or associate's degree), or that have a 2-year program creditable toward a baccalaureate degree.
- *Less-than-2-year institutions*: Institutions or branches that have programs lasting less than 2 years that result in a terminal occupational award or are creditable toward a degree at the 2-year level or higher.

Postsecondary institutions are further divided according to these criteria: degree-granting versus nondegree-granting; type of financial control; and Title IV-participating versus not Title IV-participating.

*Degree-granting* institutions offer associate's, bachelor's, master's, doctor's, and/or first-professional degrees that a state agency recognizes or authorizes. *Nondegree-granting* institutions offer other kinds of credentials and exist at all three levels. The number of 4-year nondegree-granting institutions is small compared with the number at both the 2-year but less-than-4-year and less-than-2-year levels.

IPEDS classifies institutions at each of the three levels of institutions by type of financial control: *public*; *private not-for-profit*; or *private for-profit* (e.g., proprietary schools). Thus, IPEDS divides the universe of postsecondary institutions into nine different "sectors." In some sectors (for example, 4-year private for-profit institutions), the number of institutions is small relative to other sectors. Institutions in any of these nine sectors can be degree- or nondegree-granting.

Institutions in any of these nine sectors can also be Title IV-participating or not. For an institution to participate in federal Title IV Higher Education Act, Part C, financial aid programs, it must offer a program of study at least 300 clock hours in length; have accreditation recognized by the U.S. Department of Education; have been in business for at least 2 years; and have a Title IV participation agreement with the U.S. Department of Education. **All indicators in this volume using IPEDS data are restricted to Title IV-participating institutions.**

In some indicators based on IPEDS data, 4-year degree-granting institutions are further classified according to the highest degree awarded. *Doctoral* institutions award at least 20 doctoral degrees per year. *Master's* institutions award 20 or more master's degrees per year. The remaining institutions are considered to be *Other 4-year* institutions. The number of degrees awarded by an institution in a given year is obtained for each institution from data

# Note 8: Classification of Postsecondary Education Institutions

Continued

published in the IPEDS "Completions Survey" (IPEDS-C).

- *Indicator 7* includes 2-year (short for *2-year but less-than-4-year*) and 4-year degree-granting institutions in its analysis.
- *Indicator 31* includes Doctoral, Master's, Other 4-year, and 2-year degree-granting institutions in its analysis.
- *Indicator 32* includes 2-year and 4-year; public and private; Doctoral, Master's, and Other 4-year degree-granting institutions in its analysis.

Note that the data for *indicator 32* come from IPEDS's "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA), which applies to all 4-year institutions and 2-year degree-granting institutions. Less-than-2-year institutions and 2-year non-degree-granting institutions are excluded from the scope of the Salaries survey. Also excluded are institutions in which all instructional faculty are military personnel; contribute their services; teach preclinical or clinical medicine; or are employed on a part-time basis. The final universe for the staff/faculty collection was 4,865 institutions (excluding those in outlying territories); for the Salary component, it was 4,061. Thus, 804 institutions were excluded from the Salary component: 748 were excluded because they were non-degree-granting 2-year or less-than-2-year institutions, 56 were excluded for one of these other reasons.

## NELS Classifications

Postsecondary institutions can be grouped into categories denoting different degrees of selectivity, as is often done for guides to colleges and universities. The five institutional selectivity categories for the 1992 NELS cohort in supplemental table 21-1—"highly selective," "selective," "nonselective," "open door," and "not ratable"—are from the *American Freshman* (Higher Education Research Institute 1992). Assigning institutions to one of the first three of these categories was done based on a number of factors, including the ratio of acceptances to applicants and the average composite SAT score of students in the entering class. All community colleges and area vocational-technical institutes (AVTIs) were assigned to the category of "open door." Institutions that cannot be categorized according to the criteria identified above are considered not ratable. In the 1992 cohort, 4 percent of students attended a highly selective institution, 13 percent attended a selective institution, 41 percent attended a nonselective institution, 3 percent attended an open-door institution, and 39 percent attended an institution that is not ratable.

## Carnegie Classifications

The Carnegie Classification groups American colleges and universities by their purpose and size. First developed in 1970 by the Carnegie Commission on Higher Education, the classification system does not establish a hierarchy among 2- and 4-year degree-granting institutions; instead it groups colleges and universities with similar programs and purposes to facilitate meaningful comparisons and analysis. The Carnegie Classification system has been revised four times— in 1976, 1987, 1994, and 2000—since it was created. The 1994 classification, used for indicators in this volume, divides institutions of higher education into 10 categories, with the 10th category—Professional Schools and Specialized Institutions—subdivided into 10 subcategories (see table of definitions on next page).

The information used to classify institutions into the Carnegie categories comes from survey data. The 1994 version of Carnegie Classifications relied on data from IPEDS, the National Science Foundation, The College Board, and the 1994 Higher Education Directory published by Higher Education Publications, Inc.

# Note 8: Classification of Postsecondary Education Institutions

**Continued**

The following key provides a guide to the category labels used by *indicator 21*, which used different labels to refer to different combinations of the Carnegie Classification categories. *Indicator 33* used abbreviated versions of the Carnegie Classification labels but did not combine categories other than to collapse types I and II for categories with both types.

***Indicator 21***

- Doctoral: includes Research Universities I and II, Doctoral Universities I and II.
- Comprehensive: includes Comprehensive Universities I and II.
- Baccalaureate: includes Baccalaureate Colleges I and II.
- Specialized: includes Professional Schools and Specialized Institutions.

| Carnegie Classification Categories (1994 Definitions[1]) |
|---|
| **Research Universities I** |
| "These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees[2] each year. In addition, they receive annually $40 million or more in federal support."[3] |
| **Research Universities II** |
| "These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees[2] each year. In addition, they receive annually between $15.5 million and $40 million in federal support."[3] |
| **Doctoral Universities I** |
| "In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award at least 40 doctoral degrees[2] annually in five or more disciplines."[4] |
| **Doctoral Universities II** |
| "In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award annually at least 10 doctoral degrees[2]—in three or more disciplines—or 20 or more doctoral degrees[2] in one or more disciplines."[4] |
| **Master's (Comprehensive) Universities and Colleges I** |
| "These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines." |
| **Master's (Comprehensive) Universities and Colleges II** |
| "These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines." |
| **Baccalaureate Colleges I** |
| "These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award 40 percent or more of their baccalaureate degrees in liberal arts fields and are restrictive in admissions." |
| **Baccalaureate Colleges II** |
| "These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award less than 40 percent of their baccalaureate degrees in liberal arts fields or are less restrictive in admissions." |

# Note 8: Classification of Postsecondary Education Institutions

**Continued**

| Carnegie Classification Categories (1994 Definitions[1])—Continued |
|---|
| **Two-Year or Associate of Arts Colleges** |
| "These institutions offer associate of arts certificate or degree programs and, with few exceptions, offer no baccalaureate degrees." |
| **Professional Schools and Specialized Institutions** |
| "These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50 percent of the degrees awarded by these institutions are in a single discipline." They are divided into the following subcategories:<br>• Theological seminaries, bible colleges, and other institutions offering degrees in religion;<br>• Medical schools and medical centers;<br>• Other separate health professional schools;<br>• Schools of engineering and technology;<br>• Schools of business and management;<br>• Teachers' colleges;<br>• Other specialized institutions; and<br>• Tribal colleges. |

[1]*Carnegie Foundation for the Advancement of Teaching* (1994). In December 2000, the Carnegie Foundation released an updated version of its classification system of institutions of higher education. The new scheme is available at the Carnegie Foundation website (http://www.carnegiefoundation.org/Classification/index.htm).
[2]Doctoral degrees include Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Ph.D. in any field.
[3]Total federal obligation figures are available from the National Science Foundation's annual report, *Federal Support to Universities, Colleges, and Nonprofit Institutions*. The years used in averaging total federal obligations are 1989, 1990, and 1991.
[4]The academic year for determining the number of degrees awarded by institutions was 1983–84.

# Note 9: Finance

## Using the Consumer Price Index (CPI) to Adjust for Inflation

The Consumer Price Indexes (CPIs) represent changes in the prices of all goods and services purchased for consumption by households. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. Finance *indicators 16*, *36*, *37*, *38*, *39*, and *40* in *The Condition of Education* use the U.S. All Items CPI for All Urban Consumers (CPI-U).

The CPI-U is the basis for both the calendar year CPI and the school year CPI. The calendar year CPI is the same as the annual CPI-U. The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12. The school year CPI is rounded to three decimal places. Data for the CPI-U are available on the Bureau of Labor Statistics website (given below). Also, figures for both the calendar year CPI and the school year CPI can be obtained from the *Digest of Education Statistics 2002* (NCES 2003–060), an annual publication of NCES.

Although the CPI has many uses, its principal function in *The Condition of Education* is to convert monetary figures (salaries, expenditures, income, etc.) into inflation-free dollars to allow comparisons over time. For example, due to inflation, the buying power of a teacher's salary in 1998 is not comparable to that of a teacher in 2002. In order to make such a comparison, the 1998 salary must be converted into 2002 constant dollars by multiplying the 1998 salary by a ratio of the 2002 CPI over the 1998 CPI. As a formula, this is expressed as

$$\text{1998 salary} * \frac{\text{(2002 CPI)}}{\text{(1998 CPI)}} = \text{1998 salary in 2002 constant dollars}$$

For more detailed information on how the CPI is calculated or the other types of CPI indexes, go to the Bureau of Labor Statistics website (http://www.bls.gov/cpi/).

## Classifications of Expenditures for Elementary and Secondary Education

*Indicators 36* and *38* examine expenditures for public elementary and secondary education. *Indicator 36* uses two categories of expenditures in its analysis: total expenditures and current expenditures. *Indicator 38* uses six categories of expenditure: total expenditures, instructional expenditures, administration expenditures, operation and maintenance expenditures, capital expenditures, and other expenditures.

*Total expenditures* for elementary and secondary education include all expenditures allocable to per student costs: these are all current expenditures for regular school programs, interest on school debt, and capital outlay. Expenditures on education by other agencies or equivalent institutions (e.g., the Department of Health and Human Services and the Department of Agriculture) are included.

*Current expenditures* include expenditures for instruction, administration, operation and maintenance, and other expenditures with the exception of capital expenditures (capital outlays and interest on debt) and current expenditures for nonelementary and nonsecondary programs (see Total expenditures above). Thus, current expenditures include such items as salaries for school personnel, fixed charges, student transportation, school books and materials, and energy costs.

*Instructional expenditures* include salaries and benefits for teachers and instructional aides, supplies, and purchased services such as instruction via television. Also included are tuition expenditures to other local education agencies.

# Note 9: Finance

Continued

*Administration expenditures* include expenditures for general administration (salary, benefits, supplies, and contractual fees for boards of education staff and executive administration) and school administration (salary, benefits, supplies, and contractual fees for the office of the principal, full-time department chairpersons, and graduation expenses).

*Operation and maintenance expenditures* include salary, benefits, supplies, and contractual fees for supervision of operations and maintenance, operating buildings (heating, lighting, ventilating, repair, and replacement), care and upkeep of grounds and equipment, vehicle operations and maintenance (other than student transportation), security, and other operations and maintenance services.

*Capital expenditures* include interest on school debt and capital outlays. Capital expenditures represent the value of educational capital acquired or created during the year in question—that is, the amount of capital formation regardless of whether the capital outlay was financed from current revenue or by borrowing. Capital expenditures include outlays on construction, land and existing structures, instructional equipment, and all other equipment.

*Other expenditures* include funds for student support (health, attendance, and speech pathology services), instructional staff (curriculum development, staff training, libraries, and media and computer centers), student transportation, other support services including business support services and central support services, food services, enterprise operations (operations funded by sales of products or services together with amounts for direct program support made by state education agencies for local school districts), and other current expenditures (adult education, community colleges, private school programs funded by local and state education agencies, and community services).

## Classifications of Revenue

In *indicator 37*, revenue is classified by source (federal, state, local). Revenue from federal sources includes direct grants-in-aid to schools or agencies, funds distributed through a state or intermediate agency, and revenue in lieu of taxes to compensate a school district for nontaxable federal institutions within a district's boundary. Revenue from state sources includes both direct funds from state governments and revenue in lieu of taxation. Revenue from local sources includes revenue from such sources as local property and nonproperty taxes, investments, and revenue from student activities, textbook sales, transportation and tuition fees, and food services. Intermediate revenue comes from sources that are not local or state education agencies, but operate at an intermediate level between local and state education agencies and possess independent fund-raising capability, for example, county or municipal agencies. Intermediate revenue is included in local revenue totals. In *indicator 37*, local revenue is classified as either local property tax revenue or other local revenue.

In *indicator 37*, alternative local government revenue numbers for Texas were used in the calculation of the percentage distribution for the South in 1992–93 because, for that state, much of the revenue that was classified as local government property taxes was classified as revenue from intermediate sources. The alternative Texas local government property tax revenue for 1992–93 was calculated by applying the average of the proportions of the 1991–92 and 1993–94 local government property tax revenue to all local government revenue to the 1992–93 total for all local government revenue. Other local government revenue was calculated in a similar fashion.

# Note 9: Finance

**Continued**

## Measures of Effort to Fund Education

There are several ways effort to fund education can be measured. *The Condition of Education* presents two measures: *revenues per student* and *governmental effort*. *Indicator 39* uses as a measure of *revenue per student* the public revenue for elementary and secondary education divided by the total number of public elementary and secondary students in constant dollars. *Indicator 40* uses as a measure of *revenue per student* the public revenues for postsecondary education in public degree-granting institutions divided by the total number of students enrolled in these institutions in constant dollars. (No adjustments are made in *indicator 40* for part-time enrollment.)

*Indicators 39* and *40* use as a measure of *governmental effort* the total public revenue divided by gross domestic product (GDP) for the United States. This is meant to measure the amount of public resources provided for education in relation to available societal resources.

Algebraically,

Governmental Effort = Public Revenue/GDP

Alternatively,

$$\text{Governmental Effort} = \frac{\text{Public Revenue/Enrollment}}{\text{GDP/Population}} * \frac{\text{Enrollment}}{\text{Population}}$$

$$= \frac{\text{Public Revenue per Student}}{\text{GDP Per Capita}} * \frac{\text{Enrollment}}{\text{Population}}$$

Hence, the measure for governmental effort can also be expressed in a way that relates the level of public investment in education (as measured by revenues per student) to the per capita capacity for public investment in education (as measured by GDP per capita) and to the percentage of the population who are enrolled. The latter adjustment is important to isolate changes in governmental effort that are exclusively due to changes in the level of public investment in education (as measured by revenues per student) versus change in the extent of enrollment in education in the society (as measured by the percentage of people in the population who are enrolled). For example, if both total public revenue for education and GDP remain constant, governmental effort, as described in the formula above (where public revenue is divided by GDP), remains constant. As shown in the second formula, governmental effort can also remain unchanged if the level of public revenues per student decreases, while the percentage of the population enrolled in education increases by a commensurate amount. If both the level of revenues per student and the percentage of the population who are enrolled increase, the level of governmental effort necessarily increases. In this way, the measure of governmental effort used in *indicators 39* and *40* implicitly adjusts for both the level of revenues per student invested in education and the percentage of students in the population who are enrolled.

Both the revenues per student and governmental effort measures are needed to provide a more complete picture of funding effort: revenues per student measures the average level of resources invested in the education of each student and the total amount of public resources invested in all students as a percentage of GDP measures the governmental effort.

In addition to providing measures of public effort to fund education, both the revenue per student and governmental effort measures can also be used to assess the total funding effort in education—that is, the total public and private funding effort—in comparison to the public funding effort. This is done in *indicator 40* for revenues per student in postsecondary education. Public postsecondary institutions receive both govern-

# Note 9: Finance

Continued

ment appropriations for educating students and private funds in the form of tuition payments, endowment contributions, and other sources. The difference between the total revenues per student received by institutions and the public revenues per student received is the private effort per student. As a measure of total funding effort, the "governmental funding effort" measure for postsecondary institutions would have to be redefined as total revenues as a percentage of the domestic GDP of the United States. This measure is not used in this volume.

Public revenue for elementary and secondary education is measured by the total revenue received by school districts providing public elementary and secondary education. Most of this revenue is used to fund the education of children in public schools from prekindergarten through grade 12. However, many school districts have adult education and community service programs that are funded out of this revenue. Also, in at least a dozen states, there is support for private schools (usually textbooks) that goes through the district. Altogether, public elementary and secondary education makes up 98 percent of the expenditures in public elementary and secondary schools. Also, a small percentage (2.3 percent in 2001–02) of the revenue received by school districts was from nongovernmental private sources (gifts and tuition and transportation fees from patrons).

In *indicator 39,* public revenue for postsecondary education is measured by government appropriations for public postsecondary institutions. Excluded from this measure are funds for certain student aid such as Pell grants and subsidies for student loans together with government appropriations for private institutions.

Revenue per student in *indicators 39* and *40* is in constant dollars based on the CPI, prepared by the Bureau of Labor Statistics, U.S. Department of Labor. Gross domestic product is the market value of goods and services produced by labor and property in the United States.

Revenue data from elementary/secondary and postsecondary education are based on different accounting systems and are not entirely comparable. For example, public revenues for elementary and secondary education represent additions to assets (cash) from taxes, appropriation, and other funds, which do not incur an obligation that must be met at some future date (loans) in all public schools. These include revenues that are spent on construction of buildings and other investments in the physical plant. Due to the difficulty in constructing a comparable time series, public funds given to private schools (for Head Start, disabled children, etc.) are excluded. For postsecondary education, educational and general revenues are those available from public sources for the regular or customary activities of an institution that are part of its instruction or program. In contrast, revenue from (unrestricted and restricted) grants and contracts at all government levels are excluded. Overall, public revenue at postsecondary institutions includes salaries and travel of faculty and administrative or other employees; purchase of supplies or materials for current use in classrooms, libraries, laboratories, or offices; and operation and maintenance of the educational plant. Unlike public revenues for elementary/secondary education, postsecondary public revenues, as defined in *indicator 40*, do not include public funds used for expansion of a physical plant. As a result, readers should focus on the changes over time within the elementary/secondary and postsecondary education measures rather than making comparisons across measures.

# Note 10: State Transfer and Articulation Policies for Community College Students

To increase the number of community college students with bachelor's degree goals who successfully transfer to 4-year postsecondary institutions, many states have passed legislation and adopted various types of transfer and articulation policies. Transfer is the procedure by which the credits students earn at one institution are applied toward a degree at another institution; articulation refers to the statewide policies and/or agreements among institutions to accept the transfer of credits. This supplemental note defines the various policies that are identified in *indicator 34*. All information on these state policies presented in *indicator 34* was gathered from states in 2000 by the Education Commission of the States (ECS).

- *Legislation*: Statutes, bills, or resolutions that codify transfer and articulation policies. The content varies from state to state and may establish either general guidelines or very specific requirements for institutions to follow.
- *Cooperative agreements*: Cooperative agreements between institutions related to transfer requirements. These agreements may be formulated on a course-by-course, department-to-department, or institution-to-institution basis. They can sometimes take the place of legislation in the absence of official policy on transfer and articulation.
- *Transfer data reporting*: Regular reporting by institutions to state commissions or departments of higher education on the number of transfers. The reporting usually occurs either each term or annually, but sometimes less often. In some states, transfers are tracked through a student data system.
- *Incentives and rewards*: Specific incentives or rewards offered to students to encourage them to transfer may include financial aid (such as scholarships or tuition waivers), guaranteed transfer of credit under certain conditions, or priority admission to a 4-year institution assuming the student meets specified requirements.
- *Statewide articulation guide*: Concrete descriptions of transfer requirements and answers to questions students frequently ask. These guides are designed to help students understand transfer requirements and navigate the process successfully. They are often available on the Web.
- *Common core*: A common core of courses designed to eliminate the confusion that can arise when separate institutions require different courses to fulfill graduation requirements. (The common core usually applies to community college courses only.)
- *Common course numbering*: Refers to common course numbering for the same course at community colleges and 4-year institutions. This practice allows students to know with confidence which credits will be transferable.

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# *Appendix 3*
# *Standard Error Tables*

*This appendix includes tables of standard errors for all figures and tables in the special analysis and on the indicator pages for sections 1–6. This appendix only includes standard errors for tables that present data collected through sample surveys. There are no standard error tables for figures or tables that present data from universe surveys (such as all school districts), compilations of administrative records, or statistical projections.*

*The standard error tables for the special analysis are labeled with the prefix "SA" followed by a number representing the table's sequence in the appendix. The SA number does not necessarily match the number of the figure or table in the special analysis, because tables and figures are numbered separately. The appropriate corresponding figure or table number is referenced in the SA table title.*

*The standard error tables for the figures and tables on the indicator pages are labeled with the prefix "S" followed by the number of the indicator in which the figure appears. Thus, the standard error table for the figure in indicator 14 is Table S14.*

*The standard errors for supplemental tables in appendix 1 are not included here, but can be found on the NCES website. Go to* ***http://nces.ed.gov*** *and select* ***The Condition of Education*** *volume ap pearing on the home page. The supplemental and standard error tables for each indicator (and all other supporting information) are included with each indicator in that volume.*

# Standard Errors

The Reader's Guide in the front of this volume explains the basic concept of standard errors and why they should be considered in comparing the difference between two estimates. This section includes tables of the standard errors for all figures in the special analysis and all figures or tables in the indicators in sections 1 through 6 that present data collected through sample surveys. Tables of standard errors for all of the supplemental tables in appendix 1 are located on the NCES website (http://nces.ed.gov). The information below explains how standard errors can be used to make comparisons between sample estimates for readers who wish to make their own comparisons with the sample data provided in this volume.

Readers who wish to compare two sample estimates to see if there is an actual statistical difference between the two (or only an apparent difference due to sampling error) need to estimate the precision of the difference between the two sample estimates. This would be necessary to compare, for example, the mean proficiency scores between groups or years in the National Assessment of Educational Progress or geographic mobility in 2000 of high school seniors in 1992 who enrolled in any postsecondary institution according to the National Education Longitudinal Study of 1988. To estimate the precision of the difference between two sample estimates, one must find the standard error of the difference between the two sample estimates (sample estimate A or $E_A$ and sample estimate B or $E_B$). Expressed mathematically, the difference between the two estimates $E_A$ and $E_B$ is $E_A$-$E_B$.

The standard error of the difference (or $se_{A-B}$) can be calculated by taking the square root of the sum of the two standard errors associated with each of the two sample estimates ($se_A$ and $se_B$) after each has been squared. This can be expressed as

$$se_{A-B} = \sqrt{se_A^2 + se_B^2}$$

After finding the standard error of the difference, one divides the difference between the two sample estimates by this standard error to determine the "*t* value" or "*t* statistic" of the difference between the two estimates. This *t* statistic measures the precision of the difference between two independent sample estimates. The formula for calculating this ratio is expressed mathematically as

$$t = \frac{E_A - E_B}{se_{A-B}}$$

The next step is to compare this *t* value to 1.96, which is a statistically determined criterion level for testing whether the observed difference is due to sampling error instead of a true population difference. If this ratio or *t* statistic is greater than 1.96, it can be concluded that 95 times out of 100 the difference between the two sample estimates ($E_A$ and $E_B$) is not due to sampling error alone. If the *t* statistic is equal to or less than 1.96, then the difference may be due to sampling error. This level of certitude or significance is known as the ".05 level of (statistical) significance."

As an example of a comparison between two sample estimates to see if there is a statistically significant difference between the two, consider the data on the performance of male and female 4th-grade students in the mathematics assessment of the 2003 National Assessment of Educational Progress (see supplemental table 10-2). Males had an average scale score of 236; females had an average scale score of 233. Is the difference of 3 scale points between these two different samples statistically significant? The standard errors of these estimates are 0.26 and 0.23, respectively (see standard error table S10-2 on the NCES website). Using the formula above, the standard error of the difference is 0.3471. The ratio or *t* statistic of the estimated difference of 3 scale points to the standard error of the difference (0.3471) is 8.64. This value is greater than 1.96—the critical value of the *t* distribution for a 5 percent level of significance

# Standard Errors

**Continued**

with a large sample. Thus, there is less than a 5 percent chance that the difference between the estimates of average scores for males and females is due to sampling error. This means that one can reasonably conclude that there was a difference between the performance of male and female 4th-graders in mathematics in 2003 and that, because the estimated score for males is higher than the estimated score for females, males outperformed females.

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# Mobility in the Teacher Workforce

**Table SA1. Standard errors for figure 1: Number and percentage distribution of public and private K–12 teachers in the U.S. teaching workforce, by age: 1999–2000**

| Age | Number | Percentage distribution |
|---|---|---|
| Under 25 | 4,800 | 0.1 |
| 25–29 | 8,200 | 0.2 |
| 30–34 | 6,900 | 0.2 |
| 35–39 | 7,200 | 0.2 |
| 40–44 | 7,400 | 0.2 |
| 45–49 | 8,300 | 0.2 |
| 50–54 | 10,300 | 0.3 |
| 55–59 | 6,500 | 0.2 |
| 60 or above | 4,300 | 0.1 |

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.

**Table SA2. Standard errors for figure 2: Number and percentage distribution of public and private K–12 teachers in the U.S. teaching workforce, by years of teaching experience: 1999–2000**

| Years of teaching experience | Number | Percentage distribution |
|---|---|---|
| 3 or fewer | 9,900 | 0.3 |
| 4–6 | 8,900 | 0.3 |
| 7–9 | 7,700 | 0.2 |
| 10–12 | 6,200 | 0.2 |
| 13–15 | 6,000 | 0.2 |
| 16–18 | 5,800 | 0.2 |
| 19–21 | 5,700 | 0.2 |
| 22–24 | 6,400 | 0.2 |
| 25–27 | 5,500 | 0.1 |
| 28–30 | 5,900 | 0.2 |
| 31–33 | 4,100 | 0.1 |
| 34 or more | 3,700 | 0.1 |

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.

# Mobility in the Teacher Workforce

**Continued**

**Table SA3. Standard errors for figure 3: Percentage distribution of public and private K–12 teachers by their employment background: 1999–2000**

| Employment background | 1999–2000 |
|---|---|
| Continuing teachers | 0.3 |
| Transfers | 0.2 |
| Returning teachers | 0.1 |
| Delayed entrants | 0.1 |
| Recent graduates | 0.1 |

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.

**Table SA4. Standard errors for table 1: Number and percentage distribution of public and private K–12 teachers by their workforce categories and employment background: 1987–88, 1990–91, 1993–94, and 1999–2000**

| Workforce categories and employment background | 1987–88 | | 1990–91 | | 1993–94 | | 1999–2000 | |
|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total workforce at the start of the year | 14,900 | † | 22,400 | † | 23,000 | † | 23,700 | † |
| Continuing teachers | 13,900 | 0.2 | 21,200 | 0.2 | 20,900 | 0.2 | 22,600 | 0.3 |
| New hires | 4,800 | 0.2 | 7,500 | 0.2 | 5,800 | 0.2 | 9,200 | 0.3 |
| Transfers at the start of the year | 4,300 | 0.2 | 5,600 | 0.2 | 4,800 | 0.1 | 7,400 | 0.2 |
| New entrants | 3,500 | 0.1 | 4,900 | 0.2 | 4,300 | 0.1 | 6,800 | 0.2 |
| Returning teachers | 2,200 | 0.1 | 2,500 | 0.1 | 2,100 | 0.1 | 4,000 | 0.1 |
| Delayed entrants | 1,600 | 0.1 | 2,800 | 0.1 | 2,600 | 0.1 | 3,500 | 0.1 |
| Recent graduates | 1,700 | 0.1 | 2,500 | 0.1 | 2,600 | 0.1 | 3,300 | 0.1 |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire" and "Private Teacher Questionnaire," 1987–88; "Public Teacher Questionnaire" and "Private Teacher Questionnaire," 1990–91; "Public Teacher Questionnaire" and "Private Teacher Questionnaire," 1993–94; "Public Teacher Questionnaire," "Charter Teacher Questionnaire," and "Private Teacher Questionnaire," 1999–2000.

**Table SA5. Standard errors for table 2: Average age, average years of experience, percentage female, percentage out-of-field, percentage with both a major and certification in field, and percentage working full time for public and private K–12 teachers, by employment background: 1999–2000**

| Employment background | Average age | Average years of teaching experience | Percent female | Percent teaching out-of-field | Percent with both major and certification in main assignment field | Percent full time |
|---|---|---|---|---|---|---|
| **All teachers** | **0.1** | **0.1** | **0.3** | **0.2** | **0.4** | **0.2** |
| Continuing teachers | 0.1 | 0.1 | 0.3 | 0.2 | 0.4 | 0.2 |
| Transfers | 0.2 | 0.2 | 0.9 | 0.8 | 1.1 | 0.9 |
| Returning teachers | 0.3 | 0.3 | 1.1 | 1.4 | 1.4 | 1.5 |
| Delayed entrants | 0.5 | 0 | 1.8 | 2.1 | 1.8 | 1.3 |
| Recent graduates | 0.3 | 0 | 1.7 | 1.5 | 1.9 | 1.0 |

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.

# Mobility in the Teacher Workforce

**Continued**

**Table SA6. Standard errors for table 3: Percentage distribution of public and private K–12 teachers by certification status, by employment background: 1999–2000**

| | Type of certificate held in main teaching field | | | | | | No certificate in main teaching field | |
|---|---|---|---|---|---|---|---|---|
| Employment background | Regular | Probationary | Provisional or other type for "alternative certification program" | Temporary | Emergency or waiver | Currently in program to obtain certificate | But has one in another field | And none in any other field |
| **All teachers** | **0.3** | **0.1** | **0.1** | **0.1** | **0.1** | **0.1** | **0.1** | **0.2** |
| Continuing teachers | 0.3 | 0.1 | 0.1 | 0.1 | † | 0.1 | 0.1 | 0.2 |
| Transfers | 1.0 | 0.5 | 0.5 | 0.3 | 0.2 | 0.4 | 0.3 | 0.5 |
| Returning teachers | 1.2 | 0.6 | 0.7 | 0.3 | 0.2 | 0.5 | 0.5 | 1.0 |
| Delayed entrants | 1.9 | 1.3 | 1.5 | 1.1 | 1.0 | 2.0 | 0.2 | 1.4 |
| Recent graduates | 2.1 | 1.5 | 1.0 | 0.6 | 0.6 | 1.3 | 0.7 | 0.8 |

† Not applicable.

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.

**Table SA7. Standard errors for figure 4: Percentage distribution of K–12 teachers by their employment background, by control of school: 1999–2000**

| Employment background | Public | Private |
|---|---|---|
| Continuing teachers | 0.3 | 0.5 |
| Transfers | 0.2 | 0.3 |
| Returning teachers | 0.1 | 0.4 |
| Delayed entrants | 0.1 | 0.2 |
| Recent graduates | 0.1 | 0.2 |

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.

**Table SA8. Standard errors for figure 5: Percentage distribution of public K–12 school teachers by their employment background, by poverty of school: 1999–2000**

| Employment background | Low poverty | High poverty |
|---|---|---|
| Continuing teachers | 0.5 | 0.9 |
| Transfers | 0.4 | 0.7 |
| Returning teachers | 0.3 | 0.3 |
| Delayed entrants | 0.2 | 0.5 |
| Recent graduates | 0.2 | 0.3 |

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

# Mobility in the Teacher Workforce

**Continued**

**Table SA9. Standard errors for figure 6: Percentage of 1999–2000 public and private K–12 teachers who did not teach in the same school the following school year, by the reason teachers left**

| Reason teachers left | 1999–2000 |
|---|---|
| Transferred | 0.4 |
| Retired | 0.1 |
| Took other job | 0.3 |
| Went back to school | † |
| Left for family reasons | 0.1 |
| Other | 0.1 |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

**Table SA10. Standard errors for table 4: Number and percentage of 1987–88, 1990–91, 1993–94, and 1999–2000 public and private K–12 teachers who did not teach in the same school the following year, by turnover categories**

| | 1987–88 | | 1990–91 | | 1993–94 | | 1999–2000 | |
|---|---|---|---|---|---|---|---|---|
| Turnover categories | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| **Total turnover at the end of the year** | **10,400** | **0.4** | **12,700** | **0.4** | **13,100** | **0.4** | **17,800** | **0.5** |
| Transfers at the end of the year | 9,900 | 0.4 | 9,000 | 0.3 | 9,300 | 0.3 | 13,600 | 0.4 |
| Leavers | 7,400 | 0.3 | 9,300 | 0.3 | 8,500 | 0.3 | 11,300 | 0.3 |
| Retired | 3,800 | 0.1 | 4,100 | 0.1 | 3,100 | 0.1 | 5,000 | 0.1 |
| Took other job | 3,700 | 0.1 | 4,500 | 0.2 | 7,100 | 0.2 | 9,100 | 0.3 |
| Went back to school | 1,100 | † | 2,400 | † | 1,000 | † | 1,800 | † |
| Left for family reasons | 4,800 | 0.2 | 5,100 | 0.2 | 4,800 | 0.2 | 4,600 | 0.1 |
| Other | 2,300 | 0.1 | 3,100 | 0.1 | 4,500 | 0.2 | 4,300 | 0.1 |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 1988–89, 1991–92, 1994–95, and 2000–2001.

# Mobility in the Teacher Workforce

**Continued**

**Table SA11. Standard errors for table 5: Among public and private K–12 teachers who left teaching between 1999–2000 and 2000–01, average age, average years of teaching experience, percentage female, percentage out-of-field, and percentage with both a major and certification in field, by the reason teachers left**

| Reason teachers left | Average age | Average years of teaching experience | Percent female | Percent teaching out-of-field the previous year | Percent with both major and certification in field taught in the previous year |
|---|---|---|---|---|---|
| **All leavers** | **0.5** | **0.5** | **1.8** | **1.6** | **2.3** |
| Retired | 0.3 | 0.7 | 3.1 | 3.5 | 3.7 |
| Took other job | 0.6 | 0.6 | 3.1 | 2.9 | 3.4 |
| Went back to school | 1.2 | 0.6 | 5.2 | 5.5 | 7.6 |
| Left for family reasons | 0.9 | 0.8 | 0.3 | 2.4 | 5.0 |
| Other | 0.3 | 0.7 | 3.1 | 3.5 | 3.7 |

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 and Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

**Table SA12. Standard errors for figure 7: Percentage of 1999–2000 public and private K–12 teachers who did not teach in the same school the following school year, by control of school and the reason teachers left**

| Reason teachers left | Public | Private |
|---|---|---|
| Transferred | 0.5 | 0.5 |
| Retired | 0.2 | 0.2 |
| Took other job | 0.3 | 0.6 |
| Went back to school | † | 0.2 |
| Left for family reasons | 0.1 | 0.3 |
| Other | 0.1 | 0.2 |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

**Table SA13. Standard errors for figure 8: Percentage of 1999–2000 public K–12 teachers who did not teach in the same school the following school year, by poverty level of school and the reason teachers left**

| Reason teachers left | Low poverty | High poverty |
|---|---|---|
| Transferred | 0.9 | 1.3 |
| Retired | 0.9 | 0.8 |
| Took other job | 0.2 | 0.9 |
| Went back to school | † | 0.2 |
| Left for family reasons | 0.5 | † |
| Other | 0.6 | 0.6 |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

# Mobility in the Teacher Workforce

**Continued**

**Table SA14. Standard errors for figure 9: Average number of years teaching at the same school for teachers who did not teach in the same school in 2000–01 as in 1999–2000, by years of teaching experience, control of the school, poverty of the school, qualifications for main teaching assignment, and turnover status**

| Job characteristic | Teachers who transferred | Teachers who left teaching |
|---|---|---|
| **Total** | **0.4** | **0.4** |
| Years of teaching experience | | |
| 3 or fewer | 0.1 | 0.1 |
| 4–9 | 0.2 | 0.2 |
| 10–18 | 0.4 | 0.8 |
| 19 or more | 1.2 | 0.6 |
| Control | | |
| Public | 0.4 | 0.5 |
| Private | 0.3 | 0.2 |
| Poverty level | | |
| High | 0.4 | 2.2 |
| Low | 2.1 | 1.0 |
| Qualifications for main teaching assignment | | |
| Out-of-field | 0.3 | 0.7 |
| Highly qualified | 0.6 | 0.6 |

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 and Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

# Mobility in the Teacher Workforce

**Continued**

**Table SA15. Standard errors for table 6: Percentage of all, out-of-field, and highly qualified public and private K–12 teachers who did not teach in the same school in 2000–01 as in 1999–2000 and who reported being "strongly" or "somewhat" dissatisfied with particular features of the school they left, by turnover status and top reported sources of dissatisfaction**

| Transfers | | Leavers | |
|---|---|---|---|
| **Source of dissatisfaction** | **Percent** | **Source of dissatisfaction** | **Percent** |
| | **All teachers** | | |
| Not enough time for planning/preparation | 2.2 | Not enough time for planning/preparation | 2.4 |
| Teaching workload too heavy | 2.2 | Teaching workload too heavy | 2.2 |
| Salary | 2.4 | Classes too large | 2.3 |
| Student behavior was a problem | 2.3 | Salary | 2.4 |
| Not enough influence over school's policies and practices | 2.4 | Student behavior was a problem | 2.4 |
| Classes too large | 2.4 | Not enough influence over school's policies and practices | 2.1 |
| School facilities in need of significant repair | 2.2 | Computer resources | 2.3 |
| Computer resources | 2.5 | Opportunities for professional advancement | 2.3 |
| Little support from parents | 2.0 | School facilities in need of significant repair | 2.4 |
| Required professional development activities did not match career goals | 2.1 | Required professional development activities did not match career goals | 2.4 |
| | **Out-of-field teachers** | | |
| Salary | 4.9 | Salary | 3.7 |
| Teaching workload too heavy | 4.3 | Not enough time for planning/preparation | 4.0 |
| Not enough time for planning/preparation | 4.9 | Teaching workload too heavy | 4.8 |
| Not enough influence over school's policies and practices | 4.6 | Not enough influence over school's policies and practices | 4.7 |
| Computer resources | 4.7 | Opportunities for professional advancement | 4.8 |
| | **Highly qualified teachers** | | |
| Not enough time for planning/preparation | 2.9 | Not enough time for planning/preparation | 3.4 |
| Teaching workload too heavy | 2.4 | Classes too large | 3.4 |
| Student behavior was a problem | 2.9 | Teaching workload too heavy | 3.1 |
| Classes too large | 3.3 | Salary | 3.6 |
| Not enough influence over school's policies and practices | 2.9 | Student behavior was a problem | 3.0 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Questionnaire" and "Former Teacher Questionnaire," 2000–01.

# Trends in Private School Enrollments

**Table S2. Standard errors for the percentage distribution of private school students in kindergarten through grade 12, by type of school: 1989–90 and 2001–02**

| Type of school | 1989–90 | 2001–02 |
|---|---|---|
| Catholic | | |
| Total | 0.3 | 0.2 |
| Parochial | 0.2 | 0.1 |
| Diocesan | 0.1 | 0.1 |
| Private | 0.1 | # |
| Other religious | | |
| Total | 0.3 | 0.2 |
| Conservative Christian | 0.2 | 0.1 |
| Affiliated | 0.2 | 0.1 |
| Unaffiliated | 0.3 | 0.2 |
| Nonsectarian | 0.3 | 0.2 |

# Rounds to zero.

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

# Homeschooled Students

**Table S3. Standard errors for the number and distribution of school-age children who were homeschooled, by amount of time spent in schools: 1999 and 2003**

| Homeschooling arrangement | 1999 | 2003 |
|---|---|---|
| **Total** | **71,100** | **92,300** |
| Homeschooled entirely | 64,100 | 87,200 |
| Homeschooled and enrolled in school for less than 9 hours per week | 25,300 | 36,800 |
| Homeschooled and enrolled in school for 9–25 hours per week | 12,900 | 20,400 |

SOURCE: Princiotta, D., Bielick, S., Van Brunt, A., and Chapman, C. (forthcoming). *Homeschooling in the United States: 2003* (NCES 2005–101), table A1. 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.

# Racial/Ethnic Distribution of Public School Students

**Table S4. Standard errors for the percentage distribution of public school students in kindergarten through 12th grade, by region and race/ethnicity: Fall 1972 and 2003**

| Fall of year and race/ethnicity | Total | Northeast | Midwest | South | West |
|---|---|---|---|---|---|
| 1972 | | | | | |
| White | 0.3 | 0.5 | 0.4 | 0.6 | 0.7 |
| Black | 0.3 | 0.5 | 0.5 | 0.6 | 0.5 |
| Hispanic | 0.3 | 0.6 | 0.3 | 0.5 | 1.1 |
| Other | 0.1 | 0.1 | † | 0.1 | 0.4 |
| 2003 | | | | | |
| White | 0.3 | 0.7 | 0.6 | 0.6 | 0.7 |
| Black | 0.3 | 0.6 | 0.5 | 0.5 | 0.3 |
| Hispanic | 0.3 | 0.6 | 0.4 | 0.5 | 0.8 |
| Other | 0.2 | 0.4 | 0.3 | 0.3 | 0.5 |

† Not applicable.

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

# Language Minority School-Age Children

**Table S5. Standard errors for the percentage of 5- to 17-year-olds who spoke a language other than English at home and who spoke English with difficulty: Various years, 1979–2003**

| Language ability | 1979 | 1989 | 1992 | 1995 | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|---|---|---|---|
| Spoke a language other than English at home | 0.5 | 0.6 | 0.5 | 0.5 | 0.5 | 0.3 | 0.3 | 0.4 | 0.3 |
| Spoke English with difficulty | 0.5 | 0.6 | 0.6 | 0.6 | 0.6 | 0.3 | 0.2 | 0.2 | 0.2 |

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).

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

**Table S8. Standard errors for the acquisition of reading skills from spring kindergarten to spring 3rd grade among children who began kindergarten in fall 1998, by number of family risk factors: 1998–2002**

| Reading skill and number of family risk factors | Spring kindergarten | Spring 1st | Spring 3rd |
|---|---|---|---|
| Literal inference | | | |
| Zero | 0.12 | 0.98 | 1.05 |
| One | 0.15 | 0.82 | 1.63 |
| Two or more | 0.14 | 0.68 | 2.32 |
| Derive meaning | | | |
| Zero | 0.03 | 0.34 | 1.33 |
| One | 0.03 | 0.29 | 1.62 |
| Two or more | 0.02 | 0.35 | 1.56 |
| Interpreting beyond text | | | |
| Zero | 0.02 | 0.20 | 0.96 |
| One | 0.02 | 0.15 | 1.03 |
| Two or more | 0.01 | 0.18 | 1.09 |

SOURCE: Rathburn, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), table A-9a 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 S9. Standard errors for the average reading scores for 4th- and 8th-graders: Selected years, 1992–2003**

| Average scale score | 1992[1] | 1994[1] | 1998[1] | 1998 | 2000[1] | 2000 | 2002 | 2003 |
|---|---|---|---|---|---|---|---|---|
| Grade 4 | 0.94 | 1.02 | 0.78 | 1.14 | 0.81 | 1.27 | 0.42 | 0.27 |
| Grade 8 | 0.92 | 0.83 | 0.77 | 0.76 | — | — | 0.42 | 0.26 |

— Not available.

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

SOURCE: U.S. Department of Education, 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.

# Mathematics Performance of Students in Grades 4 and 8

**Table S10. Standard errors for the average mathematics scores for 4th- and 8th-graders: Selected years, 1990–2003**

| Average scale score | 1990[1] | 1992[1] | 1996[1] | 1996 | 2000[1] | 2000 | 2003 |
|---|---|---|---|---|---|---|---|
| Grade 4 | 0.93 | 0.72 | 0.90 | 1.01 | 0.86 | 0.88 | 0.22 |
| Grade 8 | 1.28 | 0.89 | 1.06 | 0.94 | 0.78 | 0.83 | 0.26 |

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

SOURCE: U.S. Department of Education, 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.

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

**Table S11. Standard errors for the average mathematics scores of 8th-grade students, by country: 2003**

| Country | Grade 8 |
|---|---|
| **International average** | **0.5** |
| Armenia | 3.0 |
| Australia | 4.6 |
| Bahrain | 1.7 |
| Belgium-Flemish | 2.8 |
| Botswana | 2.6 |
| Bulgaria | 4.3 |
| Chile | 3.3 |
| Chinese Taipei | 4.6 |
| Cyprus | 1.7 |
| Egypt | 3.5 |
| Estonia | 3.0 |
| Ghana | 4.7 |
| Hong Kong SAR | 3.3 |
| Hungary | 3.2 |
| Indonesia | 4.8 |
| Iran, Islamic Republic of | 2.4 |
| Israel | 3.4 |
| Italy | 3.2 |
| Japan | 2.1 |
| Jordan | 4.1 |
| Korea, Republic of | 2.2 |
| Latvia | 3.2 |
| Lebanon | 3.1 |
| Lithuania | 2.5 |
| Macedonia, Republic of | 3.5 |
| Malaysia | 4.1 |
| Moldova, Republic of | 4.1 |
| Morocco | 2.5 |
| Netherlands | 3.8 |
| New Zealand | 5.3 |
| Norway | 2.5 |
| Palestinian National Authority | 3.1 |
| Philippines | 5.2 |
| Romania | 4.8 |
| Russian Federation | 3.7 |
| Saudi Arabia | 4.6 |
| Scotland | 3.7 |
| Serbia | 2.6 |
| Singapore | 3.6 |
| Slovak Republic | 3.3 |
| Slovenia | 2.2 |
| South Africa | 5.5 |
| Sweden | 2.6 |
| Tunisia | 2.2 |
| United States | 3.3 |

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), table C2. 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 S12. Standard errors for the average science scores of 8th-grade students, by country: 2003**

| Country | Grade 8 |
|---|---|
| **International average** | **0.5** |
| Armenia | 3.5 |
| Australia | 3.8 |
| Bahrain | 1.8 |
| Belgium-Flemish | 2.5 |
| Botswana | 2.8 |
| Bulgaria | 5.2 |
| Chile | 2.9 |
| Chinese Taipei | 3.5 |
| Cyprus | 2.0 |
| Egypt | 3.9 |
| Estonia | 2.5 |
| Ghana | 5.9 |
| Hong Kong SAR | 3.0 |
| Hungary | 2.8 |
| Indonesia | 4.1 |
| Iran, Islamic Republic of | 2.3 |
| Israel | 3.1 |
| Italy | 3.1 |
| Japan | 1.7 |
| Jordan | 3.8 |
| Korea, Republic of | 1.6 |
| Latvia | 2.6 |
| Lebanon | 4.3 |
| Lithuania | 2.1 |
| Macedonia, Republic of | 3.6 |
| Malaysia | 3.7 |
| Moldova, Republic of | 3.4 |
| Morocco | 2.5 |
| Netherlands | 3.1 |
| New Zealand | 5.0 |
| Norway | 2.2 |
| Palestinian National Authority | 3.2 |
| Philippines | 5.8 |
| Romania | 4.9 |
| Russian Federation | 3.7 |
| Saudi Arabia | 4.0 |
| Scotland | 3.4 |
| Serbia | 2.5 |
| Singapore | 4.3 |
| Slovak Republic | 3.2 |
| Slovenia | 1.8 |
| South Africa | 6.7 |
| Sweden | 2.7 |
| Tunisia | 2.1 |
| United States | 3.1 |

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), table C2. Data from the International Association for the Evaluation of Educational Achievement (IEA), TIMSS 1995, 1999, and 2003 assessments.

# International Comparisons of Mathematics Literacy

**Table S13. Standard errors for the average combined mathematics literacy scores of 15-year-olds, by country: 2003**

| Country | Combined mathematics literacy |
|---|---|
| **OECD average** | **0.6** |
| OECD countries | |
| Australia | 2.1 |
| Austria | 3.3 |
| Belgium | 2.3 |
| Canada | 1.8 |
| Czech Republic | 3.5 |
| Denmark | 2.7 |
| Finland | 1.9 |
| France | 2.5 |
| Germany | 3.3 |
| Greece | 3.9 |
| Hungary | 2.8 |
| Iceland | 1.4 |
| Ireland | 2.4 |
| Italy | 3.1 |
| Japan | 4.0 |
| Korea, Republic of | 3.2 |
| Luxembourg | 1.0 |
| Mexico | 3.6 |
| Netherlands | 3.1 |
| New Zealand | 2.3 |
| Norway | 2.4 |
| Poland | 2.5 |
| Portugal | 3.4 |
| Slovak Republic | 3.3 |
| Spain | 2.4 |
| Sweden | 2.6 |
| Switzerland | 3.4 |
| Turkey | 6.7 |
| United States | 2.9 |
| Non-OECD countries | |
| Brazil | 4.8 |
| Hong Kong-China | 4.5 |
| Indonesia | 3.9 |
| Latvia | 3.7 |
| Liechtenstein | 4.1 |
| Macao-China | 2.9 |
| Russian Federation | 4.2 |
| Serbia and Montenegro | 3.8 |
| Thailand | 3.0 |
| Tunisia | 2.5 |
| Uruguay | 3.3 |

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-3. 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 S14. Standard errors for the average reading and mathematics scores of public school students, by grade and school location: 2003**

| Subject and community type | Grade 4 | Grade 8 |
|---|---|---|
| Reading | | |
| All public schools | 0.3 | 0.2 |
| All central city schools | 0.6 | 0.5 |
| Large central city schools | 1.0 | 1.2 |
| Urban fringe schools | 0.3 | 0.5 |
| Rural schools | 0.5 | 0.4 |
| Mathematics | | |
| All public schools | 0.2 | 0.3 |
| All central city schools | 0.5 | 0.5 |
| Large central city schools | 0.8 | 1.0 |
| Urban fringe schools | 0.3 | 0.5 |
| Rural schools | 0.3 | 0.4 |

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 S15. Standard errors for the percentage of adults age 25 or older who reported reading literature in the past 12 months, by educational attainment: Various years, 1982–2002**

| Educational attainment | 1982 | 1985 | 1992 | 2002 |
|---|---|---|---|---|
| **Total** | **0.4** | **0.8** | **0.5** | **0.5** |
| Less than high school | 0.7 | 0.9 | 1.0 | 0.9 |
| High school diploma or equivalent | 0.7 | 0.8 | 0.8 | 0.8 |
| Some college | 0.9 | 1.0 | 1.1 | 0.9 |
| Bachelor's degree or higher | 0.8 | 0.9 | 0.9 | 0.8 |

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).

# Annual Earnings of Young Adults by Race/Ethnicity

**Table S16. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34 whose highest educational level was a high school diploma or equivalent or a bachelor's degree or higher, by race/ethnicity: 1977–2003**

[In constant 2003 dollars]

| | Black | | White | | Hispanic | |
|---|---|---|---|---|---|---|
| Year | High school diploma or equivalent | Bachelor's degree or higher | High school diploma or equivalent | Bachelor's degree or higher | High school diploma or equivalent | Bachelor's degree or higher |
| 1977 | $1,000 | $1,810 | $390 | $580 | $1,900 | $2,990 |
| 1978 | 1,010 | 2,050 | 380 | 560 | 1,610 | 4,470 |
| 1979 | 960 | 2,220 | 560 | 470 | 1,060 | 3,540 |
| 1980 | 660 | 1,380 | 440 | 570 | 1,070 | 2,930 |
| 1981 | 810 | 1,510 | 360 | 450 | 1,270 | 4,030 |
| 1982 | 980 | 760 | 350 | 410 | 1,390 | 2,700 |
| 1983 | 860 | 1,630 | 350 | 450 | 1,280 | 2,380 |
| 1984 | 760 | 1,230 | 470 | 600 | 970 | 1,700 |
| 1985 | 650 | 1,110 | 420 | 400 | 920 | 2,630 |
| 1986 | 860 | 1,180 | 410 | 440 | 840 | 2,940 |
| 1987 | 720 | 830 | 410 | 420 | 1,000 | 2,850 |
| 1988 | 470 | 680 | 360 | 730 | 900 | 2,320 |
| 1989 | 580 | 1,040 | 280 | 580 | 1,000 | 2,460 |
| 1990 | 440 | 780 | 290 | 420 | 960 | 1,910 |
| 1991 | 540 | 1,300 | 290 | 360 | 980 | 1,880 |
| 1992 | 440 | 1,290 | 290 | 340 | 1,130 | 1,660 |
| 1993 | 440 | 890 | 260 | 970 | 1,040 | 2,040 |
| 1994 | 900 | 850 | 270 | 840 | 1,090 | 1,570 |
| 1995 | 700 | 1,130 | 310 | 750 | 940 | 1,400 |
| 1996 | 810 | 1,150 | 420 | 500 | 740 | 1,230 |
| 1997 | 590 | 650 | 250 | 340 | 590 | 1,970 |
| 1998 | 750 | 1,800 | 310 | 710 | 720 | 2,110 |
| 1999 | 870 | 1,420 | 290 | 350 | 610 | 970 |
| 2000 | 450 | 1,750 | 490 | 380 | 1,110 | 2,170 |
| 2001 | 950 | 1,380 | 590 | 440 | 740 | 1,950 |
| 2002 | 810 | 1,170 | 560 | 860 | 770 | 1,550 |
| 2003 | 470 | 580 | 790 | 940 | 830 | 1,870 |

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 S17. Standard errors for the percentage of adults ages 25–34 who were unemployed, by educational attainment: Selected years, 1971–2004**

| Educational attainment | 1971 | 1974 | 1977 | 1980 | 1983 | 1986 | 1989 | 1992 | 1995 | 1998 | 2001 | 2004 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Less than high school | 0.3 | 0.3 | 0.4 | 0.3 | 0.4 | 0.4 | 0.3 | 0.4 | 0.3 | 0.4 | 0.2 | 0.2 |
| High school diploma or equivalent | 0.2 | 0.2 | 0.3 | 0.3 | 0.4 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.2 | 0.2 |
| Some college | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 | 0.1 | 0.2 |
| Bachelor's degree or higher | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 |

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 S18. Standard errors for the percentage of kindergarten students who had selected characteristics, by kindergarten enrollment status: Fall 1998**

| Selected characteristic | First-time, entered on time | First-time, delayed entry | Repeating kindergarten |
|---|---|---|---|
| Male | 0.6 | 2.6 | 2.8 |
| White | 1.5 | 2.4 | 3.7 |
| Attended preschool | 1.0 | 2.6 | 2.7 |
| Parents' education | | | |
| Less than high school | 0.5 | 1.4 | 2.4 |
| Bachelor's degree or higher | 1.0 | 2.3 | 3.7 |

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 A1a. 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 S19. Standard errors for the dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2002**

| | | Race/ethnicity | | |
|---|---|---|---|---|
| Year | Total | Black | White | Hispanic |
| 1972 | 0.28 | 1.07 | 0.29 | 2.22 |
| 1973 | 0.27 | 1.06 | 0.28 | 2.24 |
| 1974 | 0.27 | 1.05 | 0.28 | 2.08 |
| 1975 | 0.27 | 1.06 | 0.27 | 2.02 |
| 1976 | 0.26 | 1.01 | 0.28 | 2.01 |
| 1977 | 0.27 | 1.00 | 0.28 | 2.02 |
| 1978 | 0.27 | 1.00 | 0.28 | 2.00 |
| 1979 | 0.27 | 1.01 | 0.28 | 1.98 |
| 1980 | 0.26 | 0.97 | 0.27 | 1.89 |
| 1981 | 0.26 | 0.93 | 0.27 | 1.80 |
| 1982 | 0.27 | 0.98 | 0.29 | 1.93 |
| 1983 | 0.27 | 0.97 | 0.29 | 1.93 |
| 1984 | 0.27 | 0.92 | 0.29 | 1.91 |
| 1985 | 0.27 | 0.92 | 0.29 | 1.93 |
| 1986 | 0.27 | 0.90 | 0.28 | 1.88 |
| 1987 | 0.28 | 0.91 | 0.30 | 1.84 |
| 1988 | 0.30 | 1.00 | 0.32 | 2.30 |
| 1989 | 0.31 | 0.98 | 0.32 | 2.19 |
| 1990 | 0.29 | 0.94 | 0.30 | 1.91 |
| 1991 | 0.30 | 0.95 | 0.31 | 1.93 |
| 1992 | 0.28 | 0.95 | 0.29 | 1.86 |
| 1993 | 0.28 | 0.94 | 0.29 | 1.79 |
| 1994 | 0.26 | 0.75 | 0.27 | 1.16 |
| 1995 | 0.27 | 0.74 | 0.28 | 1.15 |
| 1996 | 0.27 | 0.75 | 0.26 | 1.13 |
| 1997 | 0.27 | 0.80 | 0.28 | 1.11 |
| 1998 | 0.27 | 0.81 | 0.28 | 1.12 |
| 1999 | 0.26 | 0.77 | 0.27 | 1.11 |
| 2000 | 0.26 | 0.78 | 0.26 | 1.08 |
| 2001 | 0.25 | 0.71 | 0.26 | 1.06 |
| 2002 | 0.24 | 0.70 | 0.24 | 0.93 |

NOTE: Some standard errors 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 B8. Data from U. S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2002.

# Immediate Transition to College

**Table S20. Standard errors for the actual rates of immediate enrollment in postsecondary education, by race/ethnicity: October 1972–2003**

| | Actual rates of immediate enrollment in postsecondary education among high school completers, by race/ethnicity | | |
|---|---|---|---|
| Year | White | Black | Hispanic |
| 1972 | 1.42 | 4.62 | 9.74 |
| 1973 | 1.40 | 4.30 | 9.01 |
| 1974 | 1.39 | 4.58 | 8.94 |
| 1975 | 1.37 | 4.69 | 8.44 |
| 1976 | 1.43 | 4.82 | 7.97 |
| 1977 | 1.41 | 4.65 | 7.96 |
| 1978 | 1.41 | 4.51 | 8.44 |
| 1979 | 1.41 | 4.69 | 7.92 |
| 1980 | 1.43 | 4.44 | 8.70 |
| 1981 | 1.44 | 4.44 | 8.19 |
| 1982 | 1.52 | 4.33 | 7.96 |
| 1983 | 1.55 | 4.34 | 8.96 |
| 1984 | 1.54 | 4.15 | 7.67 |
| 1985 | 1.62 | 4.78 | 9.76 |
| 1986 | 1.62 | 4.38 | 8.85 |
| 1987 | 1.65 | 4.82 | 8.25 |
| 1988 | 1.79 | 4.91 | 10.14 |
| 1989 | 1.85 | 5.27 | 10.51 |
| 1990 | 1.80 | 5.08 | 10.82 |
| 1991 | 1.82 | 5.25 | 9.58 |
| 1992 | 1.84 | 4.92 | 8.50 |
| 1993 | 1.85 | 5.28 | 8.22 |
| 1994 | 1.61 | 4.42 | 6.28 |
| 1995 | 1.64 | 4.20 | 4.92 |
| 1996 | 1.67 | 4.03 | 5.79 |
| 1997 | 1.64 | 4.12 | 4.53 |
| 1998 | 1.61 | 4.05 | 4.92 |
| 1999 | 1.64 | 3.86 | 4.76 |
| 2000 | 1.66 | 4.11 | 5.03 |
| 2001 | 1.64 | 3.97 | 5.33 |
| 2002 | 1.53 | 3.84 | 4.55 |
| 2003 | 1.61 | 4.25 | 4.61 |

NOTE: Some standard errors are revised slightly from those published in NCES 2003–067, *indicator 18*. Standard errors are not available for trend rates, which are determined by logistically regressing the likelihood of college enrollment on the year.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2003–067), table S18 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.

# Geographic Mobility of the High School Class of 1992

**Table S21. Standard errors for the percentage distribution of 1992 high school seniors who enrolled in any postsecondary education, by state of first postsecondary institution relative to home state, state of residence in 2000, and highest degree earned by 2000**

| | Enrolled first in home state | | Enrolled first out of state | | |
|---|---|---|---|---|---|
| Characteristic | 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** | **1.02** | **0.69** | **0.61** | **0.41** | **0.45** |
| Associate's degree | 2.71 | 1.70 | 1.87 | 0.72 | 1.37 |
| Bachelor's degree | 1.53 | 0.94 | 1.02 | 0.72 | 0.90 |

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."

# Postsecondary Participation and Attainment Among Traditional-Age Students

**Table S22. Standard errors for the percentage of 1972, 1982, and 1992 12th-graders who entered postsecondary education, and among those who earned more than 10 credits or more than 10 credits and any from a 4-year institution, percentage who earned a bachelor's degree within 8.5 years**

| Year | Entered at least one postsecondary institution | Among those who earned more than 10 credits, earned a bachelor's degree | Among those who earned more than 10 credits and any credits from a 4-year institution, earned a bachelor's degree |
|---|---|---|---|
| 1972 | 0.53 | 0.63 | 0.68 |
| 1982 | 0.68 | 0.92 | 1.02 |
| 1992 | 0.87 | 1.13 | 1.07 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, "Fifth Follow-up" (NLS:72/86), High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B-So:PETS), and National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, Postsecondary Transcript Survey, 2000," previously unpublished tabulation (November 2004).

# Educational Attainment

**Table S23. Standard errors for the percentage of 25- to 29-year-olds who completed high school, who completed at least some college, and who completed a bachelor's degree or higher, by race/ethnicity: March 1971–2003**

| | High school completers | | | | Some college | | | | Bachelor's degree or higher | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | Total | White | Black | Hispanic | Total | White | Black | Hispanic | Total | White | Black | Hispanic |
| 1971 | 0.48 | 0.49 | 1.88 | 4.20 | 0.55 | 0.61 | 1.47 | 2.98 | 0.43 | 0.49 | 0.96 | 1.85 |
| 1972 | 0.45 | 0.46 | 1.82 | 4.25 | 0.54 | 0.60 | 1.56 | 3.06 | 0.44 | 0.50 | 1.05 | 1.61 |
| 1973 | 0.44 | 0.44 | 1.76 | 2.89 | 0.53 | 0.59 | 1.51 | 2.15 | 0.43 | 0.49 | 1.00 | 1.34 |
| 1974 | 0.42 | 0.42 | 1.67 | 2.78 | 0.53 | 0.59 | 1.54 | 2.28 | 0.44 | 0.50 | 0.97 | 1.27 |
| 1975 | 0.40 | 0.40 | 1.59 | 2.77 | 0.52 | 0.58 | 1.57 | 2.30 | 0.44 | 0.50 | 1.07 | 1.57 |
| 1976 | 0.37 | 0.37 | 1.51 | 2.79 | 0.51 | 0.57 | 1.54 | 2.31 | 0.44 | 0.50 | 1.16 | 1.47 |
| 1977 | 0.36 | 0.36 | 1.44 | 2.78 | 0.51 | 0.57 | 1.53 | 2.40 | 0.44 | 0.50 | 1.10 | 1.41 |
| 1978 | 0.36 | 0.36 | 1.37 | 2.59 | 0.51 | 0.57 | 1.56 | 2.25 | 0.43 | 0.50 | 1.06 | 1.54 |
| 1979 | 0.36 | 0.35 | 1.41 | 2.61 | 0.50 | 0.56 | 1.50 | 2.28 | 0.43 | 0.49 | 1.07 | 1.37 |
| 1980 | 0.34 | 0.34 | 1.29 | 2.41 | 0.49 | 0.55 | 1.43 | 2.06 | 0.41 | 0.47 | 0.98 | 1.30 |
| 1981 | 0.33 | 0.33 | 1.25 | 2.31 | 0.48 | 0.54 | 1.41 | 2.00 | 0.40 | 0.46 | 0.96 | 1.24 |
| 1982 | 0.35 | 0.35 | 1.22 | 2.36 | 0.50 | 0.56 | 1.51 | 2.07 | 0.42 | 0.48 | 1.04 | 1.43 |
| 1983 | 0.35 | 0.35 | 1.24 | 2.40 | 0.49 | 0.56 | 1.44 | 2.11 | 0.42 | 0.48 | 1.03 | 1.49 |
| 1984 | 0.34 | 0.34 | 1.23 | 2.33 | 0.49 | 0.56 | 1.41 | 2.09 | 0.41 | 0.48 | 0.97 | 1.46 |
| 1985 | 0.34 | 0.34 | 1.18 | 1.81 | 0.49 | 0.56 | 1.42 | 1.64 | 0.41 | 0.48 | 0.96 | 1.16 |
| 1986 | 0.34 | 0.34 | 1.10 | 1.73 | 0.48 | 0.56 | 1.43 | 1.53 | 0.41 | 0.49 | 0.96 | 1.01 |
| 1987 | 0.34 | 0.34 | 1.10 | 1.70 | 0.48 | 0.56 | 1.42 | 1.53 | 0.40 | 0.48 | 0.94 | 0.98 |
| 1988 | 0.34 | 0.34 | 1.16 | 1.63 | 0.48 | 0.56 | 1.39 | 1.51 | 0.41 | 0.49 | 0.96 | 1.07 |
| 1989 | 0.38 | 0.38 | 1.22 | 1.79 | 0.53 | 0.62 | 1.52 | 1.63 | 0.45 | 0.55 | 1.07 | 1.10 |
| 1990 | 0.36 | 0.35 | 1.18 | 1.67 | 0.51 | 0.59 | 1.46 | 1.43 | 0.43 | 0.52 | 1.04 | 0.93 |
| 1991 | 0.36 | 0.36 | 1.17 | 1.69 | 0.51 | 0.60 | 1.45 | 1.46 | 0.43 | 0.53 | 0.95 | 0.99 |
| 1992 | 0.36 | 0.36 | 1.21 | 1.67 | 0.52 | 0.61 | 1.48 | 1.54 | 0.44 | 0.54 | 0.97 | 1.00 |
| 1993 | 0.36 | 0.35 | 1.17 | 1.64 | 0.53 | 0.62 | 1.52 | 1.54 | 0.45 | 0.56 | 1.05 | 0.93 |
| 1994 | 0.37 | 0.36 | 1.13 | 1.51 | 0.53 | 0.63 | 1.53 | 1.43 | 0.45 | 0.56 | 1.06 | 0.84 |
| 1995 | 0.36 | 0.34 | 1.05 | 1.09 | 0.53 | 0.63 | 1.54 | 0.99 | 0.46 | 0.58 | 1.11 | 0.63 |
| 1996 | 0.37 | 0.35 | 1.13 | 1.56 | 0.55 | 0.65 | 1.62 | 1.48 | 0.49 | 0.62 | 1.15 | 0.96 |
| 1997 | 0.37 | 0.35 | 1.10 | 1.51 | 0.55 | 0.65 | 1.63 | 1.47 | 0.50 | 0.64 | 1.14 | 0.97 |
| 1998 | 0.36 | 0.34 | 1.05 | 1.50 | 0.55 | 0.66 | 1.62 | 1.45 | 0.50 | 0.64 | 1.18 | 0.95 |
| 1999 | 0.37 | 0.35 | 1.03 | 1.53 | 0.56 | 0.67 | 1.63 | 1.46 | 0.51 | 0.66 | 1.16 | 0.90 |
| 2000 | 0.37 | 0.33 | 1.13 | 1.49 | 0.56 | 0.68 | 1.67 | 1.45 | 0.52 | 0.67 | 1.28 | 0.91 |
| 2001 | 0.27 | 0.26 | 0.79 | 1.07 | 0.41 | 0.49 | 1.18 | 1.04 | 0.37 | 0.48 | 0.91 | 0.70 |
| 2002 | 0.28 | 0.26 | 0.80 | 0.95 | 0.40 | 0.49 | 1.21 | 0.91 | 0.37 | 0.50 | 0.94 | 0.56 |
| 2003 | 0.27 | 0.25 | 0.78 | 0.92 | 0.40 | 0.49 | 1.22 | 0.87 | 0.36 | 0.49 | 0.93 | 0.57 |

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2002). *The Condition of Education 2002* (NCES 2002–025), table S25 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.

# Availability of Advanced Courses in High Schools

**Table S25. Standard errors for the percentage of students in schools that offer at least four advanced courses each in mathematics, English, science, and foreign language, by location, region, and 12th-grade enrollment: 2000**

| Characteristic | At least four courses offered |
|---|---|
| Location | |
| Central city | 6.4 |
| Urban fringe/large town | 4.8 |
| Rural/small town | 3.1 |
| Region | |
| Northeast | 6.6 |
| Southeast | 6.5 |
| Central | 4.3 |
| West | 5.8 |
| 12th-grade enrollment | |
| Less than 150 | 1.1 |
| 150–299 | 5.3 |
| 300–449 | 7.6 |
| 450 or more | 7.9 |

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 S26. Standard errors for the total number of hours per year spent in public school per student, by instructional level: 1987–88 and 1999–2000**

| | School year | |
|---|---|---|
| Instructional level | 1987–88 | 1999–2000 |
| Elementary | 2 | 2 |
| Middle | 4 | 3 |
| High | 3 | 4 |

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).

# Profile and Demographic Characteristics of Public Charter Schools

**Table S28. Standard errors for the percentage distribution of students attending public charter schools by entity granting school charter and race/ethnicity: 2003**

| Student or school characteristic | Entity granting school charter | | | |
|---|---|---|---|---|
| | School district | State board of education | Postsecondary institution | State-chartering agency |
| Race/ethnicity | | | | |
| American Indian | 0.4 | † | † | † |
| Asian | 0.7 | 1.2 | ‡ | ‡ |
| Black | 3.8 | 8.2 | 9.2 | 2.9 |
| White | 5.9 | 5.2 | 9.1 | 8.1 |
| Hispanic | 3.8 | 5.6 | 1.5 | 5.4 |

† Not applicable.

‡ Reporting standards not met.

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 (November 2004).

# Student Perceptions of Their School's Social and Learning Environment

**Table S29. Standard errors for the percentage of 10th-graders in public schools who agreed with selected statements about their school's learning and social environment, by race/ethnicity of students and minority enrollment at school: 2002**

| Selected statements and level of minority enrollment | All students | Race/ethnicity of students | | | |
|---|---|---|---|---|---|
| | | Asian/ Pacific Islander | Black | White | Hispanic |
| **Teachers praise effort when students work hard on schoolwork** | | | | | |
| Schools with a minority enrollment of | | | | | |
| High-minority | 1.0 | 2.6 | 1.7 | 2.5 | 1.8 |
| Low-minority | 0.9 | 4.3 | 4.3 | 0.9 | 2.9 |
| **Students make friends with students of other racial/ethnic groups in school** | | | | | |
| Schools with a minority enrollment of | | | | | |
| High-minority | 0.7 | 1.4 | 1.0 | 1.9 | 1.0 |
| Low-minority | 0.6 | 2.1 | 2.2 | 0.6 | 2.5 |

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 S30. Standard errors for the rate of nonfatal crime against students ages 12–18 at school or on the way to or from school per 1,000 students, by type of crime: 1992–2002**

| | | Violent crime | |
|---|---|---|---|
| Year | Theft | All violent crime | Serious violent crime |
| 1992 | 5.8 | 4.0 | 1.7 |
| 1993 | 4.4 | 3.4 | 1.4 |
| 1994 | 3.8 | 2.9 | 1.3 |
| 1995 | 3.6 | 2.7 | 1.0 |
| 1996 | 3.6 | 2.6 | 1.0 |
| 1997 | 3.3 | 2.6 | 1.0 |
| 1998 | 3.3 | 3.1 | 1.7 |
| 1999 | 3.4 | 2.4 | 1.0 |
| 2000 | 3.0 | 2.1 | 0.8 |
| 2001 | 2.9 | 2.2 | 0.9 |
| 2002 | 2.7 | 2.0 | 0.7 |

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 S2.2 and S2.4. Data from U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2002.

# Early Development of Children

**Table S35. Standard errors for the percentage of children about 9 months of age who engaged in selected activities with a family member daily in a typical week, by number of family risk factors: 2001–02**

| Number of family risk factors | Read stories | Told stories | Sung to | Taken on errands | Played peek-a-boo | Played outside |
|---|---|---|---|---|---|---|
| Zero | 1.1 | 0.9 | 0.8 | 1.1 | 1.0 | 1.2 |
| One | 1.1 | 1.2 | 1.5 | 1.3 | 1.2 | 1.2 |
| Two or more | 1.4 | 1.4 | 1.7 | 1.8 | 1.5 | 1.7 |

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).

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# *Glossary*

# Glossary

## A

**Academic library:** An academic library is the library for a degree-granting institution of higher education. It provides all of the following: (1) an organized collection of printed or other materials or a combination thereof; (2) a staff trained to provide and interpret such materials; (3) an established schedule in which services of the staff are available; and (4) the physical facilities necessary to support such a collection, staff, and schedule.

**Achievement levels:** Achievement levels, which are set through a National Assessment Governing Board process, define what students should know and be able to do at different levels of performance. In the National Assessment of Educational Progress (NAEP), the achievement levels are *Basic*, *Proficient*, and *Advanced*. The definitions of these levels, which apply across all grades and subject areas, are as follows:

*Basic:* This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

*Proficient:* This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

*Advanced:* This level signifies superior performance.

**Allocated time:** Allocated time refers to the total number of hours per year a student is required to attend school. Allocated time can then be divided into instructional and noninstructional time. (See Instructional time and Noninstructional time.)

**Appropriations (institutional revenues):** An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

**Associate's degree:** A degree granted for the successful completion of a subbaccalaureate program of studies, usually requiring at least 2 years (or the equivalent) of full-time college-level study.

## B

**Bachelor's degree:** A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or the equivalent) of full-time college-level study.

## C

**Cohort:** A group of persons who share one or more particular statistical or demographic characteristics, such as having received their bachelor's degree in a certain year or range of years.

**Combined schools:** A combined school has one or more of grades K–6 and one or more of grades 9–12. For example, schools with grades K–12, 6–9, or 1–12 are classified as combined schools.

**Community college:** A commonly used term for a public 2-year institution, which provides 2-year programs that lead to a certificate or an associate's degree or that fulfill part of the requirements for a bachelor's degree or higher at a 4-year institution.

**Conservative Christian school:** A school with membership in at least one of the following four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship.

**Constant dollars:** Dollar amounts that have been adjusted by means of price and cost

# Glossary

Continued

indexes to eliminate inflationary factors and allow direct comparison across years.

**Consumer price index (CPI):** This price index measures the average change in the cost of a fixed-market basket of goods and services purchased by consumers.

## D

**Derive meaning from text:** A reading skill measured in the Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K). An example of this reading skill is using background knowledge combined with sentence cues to understand the use of homonyms.

**Diocesan school:** A private Catholic school serving students in one or more grades K–12 that is the domain of a bishop.

**Dropout:** The term is used to describe both the event of leaving school before graduating and the status of an individual who is not in school and who is not a graduate. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she left school. At the time the person returns to school, he or she is called a "stopout." Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate. (See Status dropout rate.)

## E

**Education specialist degree:** A post-master's degree that focuses on the study of applied instruction, administration, counseling, and curriculum development. Some Ed.S. degrees offer specialization in areas such as early childhood education, health and physical education, educational leadership, and special education.

**Educational attainment:** The highest level of schooling attended and completed.

**Elementary school:** An elementary/secondary school with one or more grades of K–6 that does not have any grade higher than grade 8. For example, schools with grades K–6, 1–3, or 6–8 are classified as elementary.

**Elementary/secondary school:** As reported in this publication, elementary/secondary schools include regular schools (i.e., schools that are part of state and local school systems and private elementary/secondary schools, both religiously affiliated and nonsectarian); alternative schools; vocational education schools; and special education schools. Schools not reported here include subcollegiate departments of postsecondary institutions, residential schools for exceptional children, federal schools for American Indians or Alaska Natives, and federal schools on military posts and other federal installations.

**Employment status:** The employment status of civilian, noninstitutionalized individuals in the population is indicated by whether they are in the labor force or not. If they are employed either full time or part time or unemployed but looking for work they are in the labor force; otherwise, they are not.

**End-of-course examination:** End-of-course examinations are taken to meet curriculum standards.

**English as a Second Language (ESL) programs:** Programs that provide intensive instruction in English for students with limited English proficiency.

**Exit examination:** A state-defined test, or series of tests, which students must pass in order to graduate from high school. The examination and all of its components are established by the state and vary greatly. End-of-course examina-

# Glossary

**Continued**

tions are taken to meet curriculum standards; minimum competency examinations assess baseline knowledge; and standards-based examinations are aligned with state-adopted requirements at a particular grade level.

**Extended response:** 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.

## F

**Four-year institution:** Denotes a postsecondary institution that can award a bachelor's degree or higher.

**Free lunch eligibles:** (See National school lunch program.)

**Full-time worker:** One who is employed for 35 or more hours per week, including paid leave for illness, vacation, and holidays. Hours may be reported either for a survey reference week or for the previous calendar year, in which case they refer to the usual hours worked.

## G

**GED certificate:** (See High school equivalency certificate.)

**GED recipient:** A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation.

**Gross domestic product (GDP):** Gross national product less net property income from abroad. Both gross national product (GNP) and gross domestic product (GDP) aggregate only the incomes of residents of a nation, corporate and individual, derived directly from the current production of goods and services by individuals, businesses, and government, gross private domestic investment in infrastructure, and total exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing.

## H

**High school:** A secondary school offering the final years of high school study necessary for graduation, usually including grades 10, 11, and 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

**High school completion:** An individual has completed high school if he or she has been awarded a high school diploma or an equivalent credential, including a General Educational Development (GED) credential.

**High school diploma:** A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

**High school equivalency certificate:** A formal document certifying that an individual has met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination and meeting other performance requirements (if any) set by a state education agency or other appropriate body. One particular version of this certificate is the GED. The GED (General Educational Development) test is a comprehensive test used primarily to appraise the educational development of students who

# Glossary

Continued

have not completed their formal high school education and who may earn a high school equivalency certificate through achieving satisfactory scores. GEDs are awarded by the states or other agencies, and the test is developed and distributed by the GED Testing Service of the American Council on Education.

**Homeschool:** Students are considered to be homeschooled if (1) they are ages 5–17 in a grade equivalent to at least kindergarten and no higher than 12th grade; (2) their parents report them as being schooled at home instead of at a public or private school for at least part of their education; and (3) their part-time enrollment in public or private schools does not exceed 25 hours a week. Students who are schooled at home only because of a temporary illness are not considered to be homeschooled students.

## I

**Industrialized country:** A country with a market economy comprising a significant portion of world production and trade markets.

**Instructional time:** Instructional time refers to the portion of the school day that is allocated to instruction. (See also Allocated time and Noninstructional time.)

**Interpreting beyond text:** A reading skill measured in the Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K). An example of this reading skill is making connections between problems in a narrative and similar life problems.

## L

**Language minority students:** Students for whom English is not their primary home language and who may or may not be able to speak English very well.

**Limited-English-proficient:** The term limited-English-proficient, when used with respect to an individual, means an individual who is enrolled or preparing to enroll in an elementary school or secondary school, who was not born in the United States or whose native language is a language other than English or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments as specified under the No Child Left Behind Act, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

**Literal inference:** A reading skill measured in the Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K). An example of this reading skill is recognizing the comparison being made in a simile.

## M

**Mathematics literacy:** An individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments, and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned, and reflective citizen.

**Median:** The median is a measure of central tendency on a scale indicating where a population is centered. The median of the population is the point on the scale that divides the population in half. Half of the population will have values that are equal to or larger than the median, and half will have values that are smaller than the median.

# Glossary

**Continued**

**Metropolitan Statistical Area (MSA):** A geographic entity designated by the federal Office of Management and Budget for use by federal statistical agencies. A metropolitan statistical area (MSA) is a metropolitan area (MA) that is not closely associated with another MA. An MSA consists of one or more counties, except in New England, where MSAs are defined in terms of county subdivisions (primarily cities and towns). (See also *supplemental note 1*.)

**Middle school:** A separately organized and administered school between the elementary and senior high schools. When called a "junior high school," a middle school usually includes grades 7, 8, and 9 (in a 6-3-3 plan) or grades 7 and 8 (in a 6-2-4 plan). In some districts, however, a middle school spans grades 5 to 8 or grades 6 to 8.

**Minimum competency examination:** Minimum competency examinations assess baseline knowledge.

**Multiple choice:** Multiple-choice questions ask students to identify one or more correct answers from a list of possible responses.

## N

**National school lunch program:** Established by President Truman in 1946, the program is a federally assisted meal program operated in public and private nonprofit schools and residential child care centers. To be eligible, a student must be from a household with an income at 185 percent of the poverty level for reduced-price lunch or 130 percent of the poverty level for free lunch.

**Nonfatal crime:** Crimes, whether theft, violent crimes, or serious violent crimes, without fatalities.

**Noninstructional time:** Noninstructional time refers to the portion of the school day allocated to such activities as lunch, recess, school assemblies, and other nonclassroom activities. (See allocated time and instructional time.)

**Nonsectarian school:** A private school whose curriculum and operation are independent of religious orientation and influence in all but incidental ways.

## O

**Ordinality and sequence:** As used in the Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), this mathematics skill is an understanding of the relative position of objects.

**Organization for Economic Cooperation and Development (OECD):** The OECD is an organization of 30 nations (as of 2002) whose purpose is to promote trade and economic growth in both member and nonmember nations. OECD's activities cover almost all aspects of economic and social policy. The current member countries include Australia, Austria, Belgium, Canada, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

## P

**Parochial school:** A private Catholic school serving students in one or more grades K–12 that is the domain of a local church parish.

**Place value:** As used in the Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), this mathematics skill involves demonstrating an understanding of place value in integers to the hundreds place.

**Prekindergarten:** Public preprimary education for children ages 3–4 (ages 3–5 in some states)

# Glossary

Continued

who have not yet entered kindergarten. It may offer a program of general education or special education and, in some states, may be part of a collaborative effort with Head Start. Private preprimary educational programs are typically referred to as "center-based programs."

**Private school or institution:** A school or institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually not supported primarily by public funds; and that is not operated by publicly elected or appointed officials.

**Problem solving:** An individual's capacity to use cognitive processes to confront and resolve real, cross-disciplinary situations where the solution is not immediately obvious, and where the literacy domains or curricular areas that might be applicable are not within a single domain of mathematics, science, or reading.

**Property tax:** The sum of money collected from a tax levied against the value of property.

**Public charter school:** A public charter school is a publicly funded school that, in accordance with an enabling statute, has been granted a charter exempting it from selected state or local rules and regulations. A public charter school may be a newly created school or it may previously have been a public or private school. In return for funding and autonomy, the charter school must meet accountability standards. A school's charter is reviewed (typically every 3 to 5 years) and can be revoked if guidelines on curriculum and management are not followed or the standards are not met. (See also Public school.)

**Public school:** An institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education or chartering agency. Public schools include regular, special education, vocational/technical, alternative, and public charter schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Affairs-funded schools operated by local public school districts.

## R

**Rate and measurement:** As used in the Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), this mathematics skill involves using rate and measurement to solve word problems.

**Religious private school:** A school with a designated religious orientation or purpose, which is not supported primarily by public funds. It must provide instruction for one or more of grades K–12 (or comparable ungraded levels) and have one or more teachers. Organizations or institutions that provide support for homeschooling but do not offer classroom instruction for students are not included.

**Revenues from federal sources:** Revenues from federal sources include direct grants-in-aid from the federal government; federal grants-in-aid through the state or an intermediate agency; and other revenue, in lieu of taxes that would have accrued had the tax base been subject to taxation.

**Revenues from local sources:** Revenues from local sources include revenues from a local education agency (LEA), including taxes levied or assessed by an LEA; revenues from a local government to the LEA; tuition received; transportation fees; earnings on investments from LEA holdings; net revenues from food services (gross receipts less gross expenditures); net revenues from student activities (gross receipts less gross expenditures); and other revenues (textbook sales, donations, property rentals).

# Glossary

**Continued**

**Revenues from state sources:** Revenues from state sources include revenues from an agency of state government including those that can be used without restriction, those for categorical purposes, and revenues in lieu of taxation.

## S

**School district:** An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are "local basic administrative unit" and "local education agency."

**Score:** Scores are scale scores, generally estimated using Item Response Theory (IRT) by modeling the probability of answering a question in a certain way as a mathematical function of proficiency or skill. A set scale is created (e.g., 0–500 on the National Assessment of Educational Progress), with a set median and standard deviation. The results on the assessment are then related to the median of the scale such that almost all results are within two standard deviations of the median.

**Secondary school:** An elementary/secondary school with one or more of grades 7–12 that does not have any grade lower than grade 7. For example, schools with grades 9–12, 7–9, 10–12, or 7–8 are classified as secondary.

**Serious violent crime:** Rape, sexual assault, robbery, or aggravated assault.

**Short-written answer:** Short-written answer is a subcategory of extended response. The answer can be a word, a phrase, or a sentence or two. (See Extended response.)

**Sight words:** As used in the Early Childhood Longitudinal Study, Kindergarten Class of 1998 (ECLS–K), this reading skill is one in which the reader can recognize common words by sight.

**Standard deviation:** 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.

**Standards-based examination:** Standards-based examinations are aligned with curriculum content or student performance requirements that have been established by a state and/or local education agency at a particular grade.

**Status dropout rate:** The status dropout rate is a cumulative rate that estimates the proportion of young adults who are dropouts, regardless of when they dropped out. The numerator of the status dropout rate for any given year is the number of young adults ages 16–24 who, as of October of that year, had not completed high school and were not currently enrolled. The denominator is the total number of 16- to 24-year-olds in October of that same year.

## T

**Tenure:** The status that teachers or professors may be granted, after a trial period, to protect them from summary dismissal.

**Two-year institution:** Denotes a postsecondary institution that does not confer bachelor's degrees, but does provide 2-year programs that result in a certificate or an associate's degree, or 2-year programs that fulfill part of the requirements for a bachelor's degree or higher at a 4-year institution.

## V

**Violent crime:** Rape, sexual assault, robbery, aggravated assault, or simple assault.

# Glossary

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## W

**Writing prompt:** A statement or group of statements about a specific topic, constructed to motivate students' thoughts and elicit their best writing.

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*For 2001:*

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