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the condition of education 2006

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June 2006

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Commissioner's Statement

Introduction

Efforts to monitor the progress of U.S. education and respond to its opportunities and challenges depend on reliable, accurate, and timely data. To provide such data, the National Center for Education Statistics (NCES) each year submits to Congress the mandated report, *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 resources for education. In addition, this year's volume contains a special analysis that presents key findings of several recent international assessments that examine the achievement of U.S. students in reading, mathematics, and science and the literacy of adults relative to the performance of their peers in other countries. This analysis is particularly timely given the concern for the competitiveness of the United States.

This statement summarizes the main findings of the special analysis and the 50 indicators that appear in the five following sections. Each indicator is referenced by its number (e.g., *indicator 10*) in the volume.

Special Analysis on U.S. Student and Adult Performance on International Assessments of Educational Achievement

The United States participates in several international assessments designed to compare the overall performance of U.S. students and adults with that of their peers in other countries. These assessments also allow us to examine characteristics related to high and low achievement across countries.

The following provides a summary of the major findings of four international assessments in which the United States has participated: the Progress in International Reading Literacy Study (PIRLS), the Program for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), and the Adult Literacy and Lifeskills Survey (ALL):

- U.S. 4th-graders had higher average scores in reading literacy than the international average and higher scores than students in 23 of the other 34 countries that participated in PIRLS 2001.
- U.S. 15-year-olds performed as well as or better in reading literacy than most of their peers in the other 26 Organization for Economic Cooperation and Development (OECD)-member countries that participated in PISA 2000. The U.S. average scores were not significantly different from those in most other industrialized countries as well as the OECD average.
- Between 1995 and 2003, U.S. 4th-graders showed no measurable change in their mathematics performance on TIMSS, on average, while the performance of 8th-graders improved. The standing of U.S. 4th-graders declined relative to the other 14 countries participating in both 1995 and 2003, while the standing of 8th-graders increased relative to the other 21 countries participating in both years.
- U.S. 15-year-olds had lower average scores in mathematics literacy than the OECD average and lower scores than their peers in 20 of the other 28 OECD countries that participated in PISA 2003.
- Between 1995 and 2003, U.S. 4th-graders showed no measurable change in their science performance on TIMSS, on average, while 8th-graders showed some improvement. The standing of U.S. 4th-graders declined relative to the other 14 countries participating in both 1995 and

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2003, while the standing of 8th-graders increased relative to the other 21 countries participating in both years.

- U.S. 15-year-olds scored below the OECD average in science literacy and below the average scores of students in 15 of the other 28 participating OECD countries in PISA 2003.
- U.S. adults had lower numeracy scores on the ALL study, on average, than adults in Norway, Bermuda, Switzerland, and Canada in 2003 and had higher numeracy scores than adults in Italy.

Participation in Education

As the U.S. population increases in size, 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 account for rising enrollments in undergraduate, graduate, and first-professional programs. 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. The cohorts of learners have become more diverse than ever before, with students who are members of racial/ethnic minorities or who speak a language other than English at home making up an increasing proportion of the school-age population over time.

- Between 1970 and 2004, the enrollment rate increased among all groups of adults ages 18–34, when individuals typically enroll in postsecondary education, and the enrollment rate of those ages 18–19 increased from 48 to 64 percent (*indicator 1*).
- The percentage of prekindergarten children ages 3–5 who attended center-based early childhood care and education programs—including day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs—increased from 53 percent in 1991 to 60 percent in 1999, before decreasing to 57 percent in 2005. A greater percentage of nonpoor children ages 3–5 have participated in center-based programs than poor children since 1991 (*indicator 2*).
- Rising immigration since 1970 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 school enrollment in grades prekindergarten through 12 is projected to have reached an estimated 48.7 million in 2005 and to increase each year from 2006 to an all-time high of approximately 51.2 million in 2015. The South is projected to experience the largest increase in enrollments of all regions in the country (*indicator 3*).
- The percentage of all children enrolled in private schools in kindergarten through grade 12 fluctuated at around 10 percent between 1989–90 and 2003–04. Catholic schools continued to have the largest percentage of total private school enrollment during this period, 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 (*indicator 4*).
- Between 1972 and 2004, the percentage of racial/ethnic minority students enrolled in the nation's public schools increased from 22 to 43 percent, primarily due to growth in Hispanic enrollment. In 2004, Hispanic students represented 19 percent of public school enrollment, up from 6 percent in 1972. The distribution of mi-

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nority students in public schools differed across regions of the country, with minority public school enrollment (57 percent) in 2004 exceeding White enrollment (43 percent) in the West (*indicator 5*).

- In 2005, larger percentages of Black, Hispanic, and American Indian 4th-graders than Asian/Pacific Islander and White 4th-graders attended high-poverty schools (those with more than 75 percent of students in the school eligible for a free or reduced-price lunch). Black and Hispanic 4th-graders were more likely than their White or Asian/Pacific Islander peers to attend high-poverty schools, whether they were located in central city, urban fringe, or rural areas. Black and Hispanic 4th-graders were also more likely than White, Asian/Pacific Islander, or American Indian 4th-graders to attend schools with high minority enrollments (schools in which 75 percent or more of the students are minorities) *(indicator 6)*.
- The number of children ages 5–17 who spoke a language other than English at home more than doubled between 1979 and 2004, though the number has remained stable since 2001. Among these children, the number who did not speak English "very well" also grew markedly during this period, again remaining stable since 2001. The percentages of poor and near-poor youth who spoke a language other than English at home were higher than the percentage of nonpoor children who did so (*indicator 7*).
- Since the inception of the Individuals with Disabilities Education Act (IDEA) in the mid-1970s, the number and percentage of youth ages 3–21 who are enrolled in public schools and receive special education services have grown steadily. Growth in the receipt of service occurred between 1976 and 2002 among all age groups. Specific learning disabilities are the fastest growing and the most prevalent of all disabilities among school-age children *(indicator 8)*.
- Over the past 35 years, total undergraduate enrollment in degree-granting postsecondary institutions has generally increased and is projected to continue to do so through 2015. From 2006 to 2015, women's enrollment is expected to continue growing at a faster rate than men's, full-time undergraduate enrollment is expected to increase more rapidly than part-time enrollment, and enrollment at 4-year institutions is expected to grow faster than at 2-year institutions *(indicator 9)*.
- Graduate and first-professional enrollments in degree-granting institutions increased between 1976 and 2004, with women's enrollment growing at a faster rate than men's. During this period, minority enrollment in graduate programs increased 254 percent, with Hispanic and Asian/Pacific Islander enrollments experiencing the greatest growth. Since 1976, the majority of graduate students have been enrolled part time, and most first-professional students have been enrolled full time *(indicator 10)*.
- The percentage of the population age 16 or older participating in adult learning—including basic skills training, apprenticeships, work-related courses, personal interest courses, English as a Second Language classes, and part-time college or university degree programs—increased between 1995 and 2001 before decreasing in 2005. The most common forms of adult learning in 2005 were work-related courses and personal interest courses *(indicator 11)*.

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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 address this question, as can data on adults' educational and work experiences, literacy levels, and earnings. In some areas, such as 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 groups of 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.

- The average reading scores of 4th- and 8th-graders assessed by the National Assessment of Educational Progress (NAEP) increased 2 points between 1992 and 2005 (from 217 to 219 for 4th-graders and from 260 to 262 for 8th-graders). The percentage of 4th-graders performing at or above *Proficient* (indicating solid academic achievement) increased between 1992 and 2002 (from 29 to 31 percent) and has remained steady since then. In 2005, 31 percent of 8th-graders performed at or above *Proficient (indicator 12)*.
- The average NAEP mathematics scores of 4th- and 8th-graders improved steadily between 1990 and 2005. The average score of 4th-graders increased 25 points (from 213 in 1990 to 238 in 2005), and the average score of 8th-graders increased 16 points (from 263 to 279). In 2005, some 36 percent of 4th-graders and 30 percent of 8th-graders performed at or above *Proficient*, an increase from 13 and 15 percent, respectively, in 1990 *(indicator 13)*.
- Results from NAEP indicate that the achievement gaps in reading, from the first assessment in 1992 to 2005, between White and Black and White and Hispanic 4th- and 8th-graders have shown little measurable change. In mathematics, the 4th-grade White-Black mathematics gap decreased between the first assessment in 1990 and 2005, while the 8th-grade White-Black gap and the White-Hispanic gap increased in the 1990s before decreasing to levels in 2005 not measurably different from 1990 (*indicator 14*).
- Using the percentage of students eligible for a free or reduced-price lunch as a measure of school poverty, 4th-graders in the highest poverty public schools (those with more than 75 percent of students eligible) scored lower on the NAEP Mathematics Assessment than their peers in the lowest poverty public schools (those with 10 percent or less eligible) in 2005. Students in the highest poverty schools were more likely than their peers in the lowest poverty schools to have lower mathematics scores, on average, regardless of whether the student was personally eligible for a free or reduced-price lunch (*indicator 15*).
- The performance of 9-year-olds in both reading and mathematics on the long-term NAEP has improved since the early 1970s. Among 13-year-olds, the results are mixed: improvements were seen in their mathematics scores, but overall trends in reading achievement have remained flat for more than two decades. Among 17-year-olds, despite no change in scores overall, scores for Black and Hispanic students have improved (*indicator 16*).
- The Program for International Student Assessment (PISA)—which reports on the mathematics literacy and problem-solving ability of 15-year-olds in 29 participating

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Organization for Economic Cooperation and Development (OECD) industrialized countries and 10 non-OECD 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 17*).

- The average NAEP science score of 4th-graders improved between 1996 and 2005, was not measurably different at grade 8, and was lower than in 1996 at grade 12. The percentages of 4th- and 8th-graders who performed at or above *Proficient* (29 percent in 2005) were not measurably different from the percentages who did so in 1996, while the percentage of 12th-graders performing at this achievement level (18 percent in 2005) decreased (*indicator 18*).
- Results from the National Assessment of Adult Literacy (NAAL), which assessed the U.S. population age 16 or older in three types of literacy (prose, document, and quantitative), showed that while the average prose and document literacy scores of U.S. adults did not measurably change between 1992 and 2003, the average quantitative literacy score increased. Educational attainment and all three types of literacy were positively related, but between these years, average prose literacy decreased for all levels of educational attainment and document literacy decreased for those with at least some college education or a bachelor's or higher degree. From 1992 to 2003, the average prose, document, and quantitative literacy scores of adults ages 50–64 and 65 or older increased *(indicator 19)*.
- According to findings from NAAL, the educational attainment of the U.S. population age 16 or older was positively associated with the likelihood of reading three types of printed materials—newspapers or magazines, books, and letters and notes—as well as having 25 or more books in the home in 2003. For example, 46 percent of those with a bachelor's or higher degree reported reading books daily, compared with 35 percent of those with some college education, 24 percent of those with a high school diploma or its equivalent, and 21 percent of those with less than a high school diploma (*indicator 20*).
- In 2005, about 8 percent of youth ages 16–19 were neither enrolled in school nor working. Fifty-four percent of dropouts were not working, compared with 13 percent of those with at least a high school diploma or its equivalent who were not in school. Between 1986 and 2005, youth from poor families were more likely than youth from nonpoor families to be neither in school nor working (*indicator 21*).
- Young adults (ages 25–34) with at least a bachelor's degree had higher median earnings than their peers with less education between 1980 and 2004. This pattern held for the total population of young adults as well as for males, females, Whites, Blacks, and Hispanics. Moreover, for the entire young adult population and generally for each subgroup, the gap in earnings by educational attainment grew during this period. For example, males with a bachelor's or higher degree earned 19 percent more than male high school completers in 1980, while they earned 67 percent more in 2004 *(indicator 22)*.

Student Effort and Educational Progress

Many factors are associated with school success, persistence, and progress toward a high school diploma or a college or advanced de-

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gree. These include students' motivation and effort, learning experiences, and expectations for further education, as well as various family characteristics, such as parents' educational attainment and family income. Monitoring these factors and tracking educational attainment provide key indicators for describing the progress of students and schooling in the United States.

- Since the early 1980s, the proportions of 12th-graders expecting to earn a bachelor's degree or to attend graduate school have increased. In 2003–04, some 69 percent of 12th-graders expected to attain a bachelor's degree or attend graduate school (34 percent expected a bachelor's as their highest degree and 35 percent expected to continue to graduate school). Females were more likely than males in 2003–04 to expect to attend graduate school *(indicator 23)*.

- Between 1994 and 2005, there was no measurable change in the percentage of 4th-graders who were absent 3 or more days in the previous month (19 percent in 2005), but the percentage of 8th-graders who were absent this much decreased from 22 to 20 percent. Females in both grades were more likely than males to miss 3 or more days of school *(indicator 24)*.

- The percentage of youth ages 16–19 who had ever been retained in a grade decreased between 1995 and 2004. Youth who had dropped out of high school were more likely to have been retained than youth who were either enrolled currently or had completed high school. For example, in 2004, 21 percent of youth who had dropped out had ever been retained, compared with 12 percent of those still enrolled and 4 percent of those who had completed high school (*indicator 25*).

- 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, such as a General Educational Development (GED) certificate. Status dropout rates for Whites, Blacks, and Hispanics ages 16–24 have declined since 1972. Rates remained lowest for Whites and highest for Hispanics. In 2004, about one-quarter of status dropouts in this age group were Hispanics who were born outside the United States (*indicator 26*).

- Eight percent of high school students who were sophomores in spring 2002 left school without a regular diploma or certificate of attendance by spring 2004. High school sophomores in 2002 whose parents had not completed high school were four times more likely to have left school in spring 2004 than those with a parent who had earned at least a bachelor's degree (19 vs. 4 percent). Among the most frequently cited reasons students gave for leaving school were that they had missed too many school days, they thought it would be easier to get a GED, they were getting poor grades and failing in school, and they did not like school *(indicator 27)*.

- The *averaged freshman graduation rate*—a measure of the percentage of the incoming freshman class that graduates 4 years later—can be used as a measure of the percentage of public high school students who graduate on time. Among all public high school students in the graduating class of 2002–03, the averaged freshman graduation rate was 73.9 percent, ranging from a low of 59.6 percent in the District of Columbia to a high of 87.0 percent in New Jersey (*indicator 28*).

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- From 1972 to 2004, the rate at which high school completers enrolled in college in the fall immediately after high school increased from 49 to 67 percent. After widening between 1977 and 1983, the gap in the immediate college enrollment rate between Blacks and Whites narrowed between 1998 and 2001, while the gap between Hispanics and Whites widened between 1979 and 1997. Since 1972, the immediate college enrollment rate of high school completers has increased faster for females than for males (*indicator 29*).

- Women have earned a greater percentage of bachelor's degrees than men since the early 1980s, and a greater percentage of master's degrees since the mid-1980s. They now earn at least 4 out of 10 bachelor's degrees in all fields except computer and information sciences and engineering. Women have made gains at the graduate level as well: they earned 59 percent of master's degrees in 2003–04, compared with 49 percent in 1979–80; they earned 48 percent of doctoral degrees in 2003–04, compared with 30 percent in 1979–80 (*indicator 30*).

- 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. By 2005, some 86 percent of these young adults had received a high school diploma or equivalency certificate, and 57 percent had received additional education. However, racial/ethnic differences in levels of educational attainment remain *(indicator 31)*.

- About one-fourth of 1992–93 bachelor's degree recipients had earned at least one advanced degree by 2003. Twenty percent of these graduates had earned a master's degree, 4 percent had earned a first-professional degree, and 2 percent had earned a doctoral degree. Compared with their peers who had other majors, those who majored in the fields of science, mathematics, and engineering were the most likely to have earned any advanced degree and to have earned a doctoral degree. Attainment of an advanced degree varied by parents' highest level of education: 34 percent of those whose parents had an advanced degree had earned a graduate degree by 2003, compared with 19 percent of those whose parents had not attended college *(indicator 32)*.

Contexts of Elementary and Secondary Education

The school environment is described by a number of features, including learning opportunities, student/teacher ratios, the backgrounds and qualifications of teachers, and the climate for learning. Monitoring these and other factors provides a fuller picture of the conditions in schools that can influence education. Society also influences and provides support for education. This support includes learning activities that take place outside school, as well as financial support for education.

- The percentage of prekindergarten children ages 3–5 read to three or more times per week by a family member increased from 78 percent in 1993 to 86 percent in 2005. Increases were also found in the percentage of children whose family members frequently told them a story; taught them letters, words, or numbers; and taught them songs or music *(indicator 33)*.

- Among all kindergarten through 8th-grade students who participated in various afterschool activities in 2005, some 31 percent participated in sports, 20 percent in religious activities, 18 percent in arts, 10 percent in scouts, 8 percent in community service, 7 percent in academic

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activities, and 6 percent in clubs. A greater percentage of students from nonpoor families participated in each activity than students from poor and near-poor families *(indicator 34)*.

- The ratio of students to teachers, which is frequently used as a proxy measure for class size, declined from 17.6 students per teacher in 1990 to 16.5 in 2003 for all regular public elementary, secondary, and combined schools. In every year during this period, the student/teacher ratios tended to be higher in public schools with larger enrollments than in public schools with smaller enrollments. For example, regular public elementary schools with enrollments over 1,500 had 6.9 more students per teacher, on average, than elementary schools with enrollments under 300 *(indicator 35)*.

- The percentage of students in grades 1–12 whose parents enrolled them in a "chosen" public school (i.e., a public school other than their assigned public school) increased from 11 to 15 percent between 1993 and 2003. During the same period, the percentage of children attending private schools also increased (0.9 percentage points for private church-related schools and 0.8 percentage points for private not church-related schools). Additionally, in 2003, the parents of 24 percent of students reported that they moved to their current neighborhood so that their children could attend their current school *(indicator 36)*.

- The proportion of bachelor's degree recipients who had taught at the kindergarten through 12th-grade level within a year of graduation increased from 1994 to 2001 but the proportion who had prepared to teach (including those who had not yet taught) remained steady. Among those with majors in education, 1999–2000 graduates were more inclined than 1992–93 graduates to teach. The proportion of graduates who had either taught or prepared to teach but not taught increased between 1992–93 and 1999–2000 for those with the lowest college entrance examination scores, but not for those with scores in the middle range or at the highest level *(indicator 37)*.

- In 2003, more than half of all children in grades 3–12 had parents who reported that they were "very satisfied" with their child's school, their child's teachers, the school's academic standards, and the school's order and discipline. A greater percentage of White children in grades 3–12 than Black children had parents who reported this level of satisfaction with each of these four aspects of their child's education. Higher percentages of nonpoor than near-poor or poor children had parents who reported being very satisfied with their child's school, its academic standards, and its order and discipline *(indicator 38)*.

- 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 2003. The rate of crime against students at school declined by 53 percent for theft (from 95 to 45 crimes per 1,000 students) and by 42 percent for all violent crime (from 48 to 28 crimes per 1,000 students). In each year observed, the rates for serious violent crime—including rape, sexual assault, robbery, and aggravated assault—were lower when students were at school than away from school *(indicator 39)*.

- Between 1989–90 and 2002–03, differences between states accounted for

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a greater proportion of the variation in instructional expenditures per student among public school districts than differences within states. Since 1997–98, the between-state differences increased, while the within-state differences remained largely unchanged. The between-state variation accounted for 78 percent of the total difference in 2002–03 *(indicator 40)*.

- In 2002–03, total expenditures per student—including all expenditures allocable to per student costs divided by fall enrollment—in public elementary and secondary schools were highest in the most affluent school districts and next highest in the least affluent school districts. Between 1995–96 and 2002–03, total expenditures per student in constant dollars increased the most for the districts with the two highest levels of poverty. Current expenditures per student—all costs except interest on school debt and capital outlays—followed a similar pattern, except that, in 2002–03, the current expenditures per student were greatest in the least affluent school districts followed by the most affluent districts (*indicator 41*).

- Between 1989–90 and 2002–03, total expenditures per student in public elementary and secondary schools rose 25 percent in constant 2003–04 dollars, from $7,692 to $9,644. Among the five major categories of expenditures (instruction, administration, operation and maintenance, capital outlay and interest, and other), capital expenditures increased the most (64 percent), while instructional expenditures increased 23 percent and spending on administration and on operation and maintenance each increased 7 percent. In 2002–03, more than half of the total amount spent went toward instructional expenditures. Total expenditures per student were highest in the Northeast, followed by the Midwest, West, and South *(indicator 42)*.

- In 2002, elementary and secondary expenditures per student for the United States averaged $8,556—which was higher than the average of $6,134 for the Organization for Economic Cooperation and Development (OECD)-member countries. Wealthy countries such as the United States spent more per student and a larger share of their gross domestic product (GDP) per capita on education than less wealthy countries *(indicator 43)*.

- The proportion of total revenue for public elementary and secondary education from local sources declined nationally from 47 to 43 percent between 1989–90 and 2002–03. However, the proportion of total revenue flowing to public schools from both federal and state sources increased. In both the Midwest and Northeast, the proportion of total public school revenue from property taxes declined during this period, while the proportion grew in the South and West *(indicator 44)*.

Contexts of Postsecondary Education

The postsecondary education system encompasses various types of institutions under public, not-for-profit, and for-profit control and can be described according to a number of contextual factors. Important indicators of this context include student coursetaking and fields of study; the price of attending college; the availability of financial aid; the instructional responsibilities of faculty and staff; and the ways in which colleges and universities attract and compensate faculty.

- Between 1989–90 and 2003–04, the number of bachelor's degrees awarded increased by 33 percent, while the number of associate's degrees awarded increased

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by 46 percent. While more bachelor's degrees were awarded in business than in any other field in each year during this period, the rate of increase (24 percent) was slower than the rate of increase for bachelor's degrees overall. Among associate's degrees, the field of liberal arts and sciences, general studies, and humanities was the most popular throughout this period *(indicator 45)*.

- Among full-time instructional faculty and staff who taught for-credit classes at bachelor's, master's, and doctoral institutions, 78 percent taught at least one undergraduate for-credit class in fall 2003, and 59 percent taught these classes exclusively. The percentage of instructional faculty and staff who taught undergraduate classes generally declined as their academic rank increased. Instructional faculty and staff at doctoral institutions were less likely than those at master's or bachelor's institutions to have taught any undergraduate classes and to have taught such classes exclusively *(indicator 46)*.
- Distance education courses are currently offered at more than half of 2- and 4-year postsecondary institutions. In fall 2003, the percentage of full-time instructional faculty and staff who taught distance education courses—defined as classes in which students and instructors are separated either primarily or exclusively by distance or time—was greater at public institutions offering primarily associate's degrees and certificates than at other types of institutions. Among full-time faculty and staff at such institutions, full or associate professors were more likely than their colleagues of lower ranks to have taught a distance education course *(indicator 47)*.
- The average salaries of full-time instructional faculty increased by 20 percent (in constant 2003–04 dollars) over the past 25 years to $63,300 in 2004–05. When combining salary with benefits, full-time instructional faculty across all types of institutions received a total compensation package averaging $79,900 in 2004–05, about 27 percent more than they had received in 1979–80. Faculty at private 4-year doctoral universities had higher salaries and more benefits than their colleagues at other types of institutions *(indicator 48)*.
- For full-time dependent undergraduates attending public 2- and 4-year and private not-for-profit 4-year institutions in the 1990s, larger grants and loans generally compensated for increases in the total price of attending a postsecondary institution (including tuition and fees, books and materials, and an allowance for living expenses). Since 1999–2000, however, the total price of attendance minus all grants and loans has increased at public 4-year institutions for middle-income students. At private not-for-profit 4-year institutions, the net price of attending has increased only for low-income students *(indicator 49)*.
- Between 1992–93 and 1999–2000, the percentage of full-time, full-year undergraduates with federal loans increased from 31 to 44 percent, while the percentage receiving federal grants, available to those who qualify by income, did not. By 2003–04, both the percentages who had taken out loans and who had received grants had increased. In 2003–04, some 63 percent of federal aid was received as loans, an increase from 1992–93 but not measurably different from 1999–2000 *(indicator 50)*.

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Conclusion

The current state of American education shows both promises and challenges. Progress on national assessments in reading and science achievement is uneven or static, while mathematics performance has risen. International assessments of students' and adults' performance in reading, mathematics, and science also present a mixed picture: 4th-graders' math and science scores are static or losing ground relative to students in other countries, while 8th-graders' scores show improvement. Certain family risk factors, such as poverty or the language spoken in the home, present challenges to students' educational progress and achievement. The indicators in this report underscore the importance of schooling for individuals and society, from early childhood reading to continuing adult education.

In elementary and secondary education, enrollments have followed population shifts and are projected to increase each year through 2015 to an all-time high of 51 million, with the South expected to experience the largest increase in enrollments. Rates of enrollment in degree-granting postsecondary education at both the undergraduate and graduate levels have increased and are projected to continue to do so throughout the next 10 years.

NCES produces an array of reports each year that present findings about the U.S. education system. *The Condition of Education 2006* is the culmination of a yearlong project. It includes data that were available by early April 2006. In the coming months, a number of other reports and surveys informing us about education will be released, including the age 2 follow-up to the Early Childhood Longitudinal Study, Birth Cohort; the 5th-grade follow-up to the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99; the 2003–04 Schools and Staffing Survey; and the first follow-up of the Beginning Postsecondary Students Longitudinal Study, begun in 2004. Along with the indicators in this volume, NCES intends these surveys and reports to help inform policymakers and the American public about trends and conditions in U.S. education.

Mark Schneider
Commissioner
National Center for Education Statistics

Reader's Guide

The Condition of Education is available in two forms: this print volume for 2006 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 41* (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 (*indicator 48*).

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 young adults who are full-time, full-year wage and salary workers (*indicator 22*).

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Although estimates derived from universe surveys are not affected by sampling and despite efforts to clean the data, 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 Education Longitudinal Study of 2002, upon which *indicators 23* and *27* are based, surveyed a representative sample of over 15,000 high school sophomores and their schools, teachers, and parents across the country. These students will be surveyed periodically throughout the next several years to monitor their educational progress. Based on this sample, conclusions can be drawn about how students move through the education system during their early years in the workforce.

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

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 19* reports on the adult literacy scores of adults age 16 or older in the United States in 2003. The average quantitative scores of adults who spoke only English and those who spoke English and a language other than Spanish was each 289 (see supplemental table 19-1). In contrast to the similarity of these scores, their standard errors were 1.2 and 4.1, respectively (see table S19-1 in http://nces.ed.gov/programs/coe/2006/section2/table.asp?tableID=600).

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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 graduate school completion among bachelor's degree recipients (*indicator 32*), or reading, mathematics, and science scores on the National Assessment of Educational Progress (*indicators 12, 13*, and *18*), standard errors will almost always be larger for Blacks and Hispanics than for Whites, who represent a larger proportion of the population. For *indicator 22*, which reports median annual earnings, special procedures are followed for computing the standard errors for these medians. See appendix G of the source and accuracy statement for the Current Population Study (CPS) 2005 Annual Social and Economic supplement (ASEC) for information on how to calculate the standard errors (http://www.census.gov/apsd/techdoc/cps/cpsmar05.pdf).

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 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, within 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" has been 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 24* shows a larger percentage of female than male 8th-graders reported missing 3 or more days of school in the previous month in 2005 (21 vs. 20 percent) (see supplemental table 24-2). Although the difference of the rounded estimates is relatively small (1 percentage point), so are the standard errors associated with each estimate (0.2 for each group) (see table S24-2), and the difference is statistically significant and supports the statement. In contrast, *indicator 39* discusses the incidence of school violence against students ages 12–18. The data in supplemental table 39-2 indicate there were 27 violent crimes committed at

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school against White youth per 1,000 students in 2003, compared with 34 violent crimes committed at school against Black youth per 1,000 students. This difference of 7 percentage points is larger than in the previous example, but the standard errors are also larger (2.8 and 5.7, respectively) (see table S39-2). The difference is not statistically significant, and therefore, the data do not support a conclusion that Black students are more likely than White students 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 17-1). 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 2004–05 (*indicator 48*).

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 (*indicator 22*). 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 Explorer at http://nces.ed.gov/nationsreportcard/nde/ or in the appendixes 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 0.50 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.

* $p < .05$ 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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This volume of *The Condition of Education* was authored by a team of analysts under the general direction of Patrick Rooney and Thomas Snyder with technical review by Marilyn Seastrom (Chief Statistician of NCES) and many others. Val Plisko (Associate Commissioner of NCES) provided overall guidance in the volume's development and reviewed the indicators. Barbara Kridl of MPR Associates, Inc. (MPR) was the managing editor of the publication. Andrea Livingston (MPR) wrote the style guide for this publication, edited the final volume, and assisted in writing and editing the Commissioner's Statement and the special analysis. Stephen Provasnik of the American Institutes for Research (AIR) prepared technical materials and provided technical guidance and review. Pia Peltola (AIR) directed management support for the technical review.

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

A large team of analysts authored individual indicators, including Patrick Rooney, William Hussar, Catherine Freeman, John Wirt, and Jennifer Park (NCES); Martha Naomi Alt, Xianglei Chen, Susan Choy, Emily Forrest Cataldi, Jennifer Laird, Xiaojie Li, Stephanie Nevill, and Christina Chang Wei (MPR); and Mary Ann Fox, Gillian Hampden-Thompson, and Anindita Sen (AIR). Mariann Lemke and Patrick Gonzales (NCES) authored the special analysis on U.S. student and adult performance on international assessments of educational achievement. Juliana Bonilla, Gillian Hampden-Thompson, Sanyu Kibuka, and Kara Lindstrom (AIR) and Michael Planty (NCES) compiled and organized the supplemental notes.

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U.S. Student and Adult Performance on International Assessments of Educational Achievement

Mariann Lemke and Patrick Gonzales

Introduction

As part of its congressional mandate, the National Center for Education Statistics (NCES) is required to report on the state of education in the United States and other countries (Education Sciences Reform Act of 2002). To carry out this mission, NCES engages in a number of activities designed to gather information and produce indicators on how the performance of U.S. students, teachers, and schools compares with that of their counterparts in other countries. NCES and other offices within the U.S. Department of Education work with foreign ministries of education and international organizations, such as the Organization for Economic Co-operation and Development (OECD), the International Association for the Evaluation of Educational Achievement (IEA), and the United Nations Educational, Scientific and Cultural Organization (UNESCO) to plan, develop, and implement reliable and meaningful measures across countries.

The United States participates in several international assessments designed to provide comparable information about achievement in various subject areas. These assessments offer an opportunity to compare the performance of U.S. students and adults with that of their peers in other countries. They also provide an opportunity to observe characteristics associated with high and low achievement across countries and to posit questions about policies and practices that could be applied in U.S. schools to improve student learning.

The United States has participated in developing and conducting cross-national assessments since the 1960s. Since the first comparative assessments were given, the number and scope of international assessments have grown. The implementation of technical standards and increased monitoring, along with the expertise that the international community has contributed to assessment design, has improved the quality of data over time. For complete details on the methods instituted to ensure data quality and comparability, see Adams (2005); Martin, Mullis, and Chrostowski (2004); Martin, Mullis, and Kennedy (2003); and Statistics Canada (2005).

Currently, the United States participates in four international assessments: the Progress in International Reading Literacy Study (PIRLS), which assesses reading performance in grade 4; the Program for International Student Assessment (PISA), which assesses the reading, mathematics, and science literacy of 15-year-olds;[1] the Trends in International Mathematics and Science Study (TIMSS), which assesses mathematics and science performance in grades 4 and 8; and the Adult Literacy and Lifeskills Survey (ALL), which assesses the adult literacy and numeracy skills of 16- to 65-year-olds (table 1). Each international assessment measures one or more dimensions of the performance or ability of U.S. students or adults. Combined with data from national assessments,[2] these international assessment data provide educators and policymakers with a more complete picture of educational achievement in the United States.

This special analysis will present major findings from each of these assessments. The purpose of this special analysis is three-fold: (1) to discuss the similarities and differences in the countries participating in the assessments; (2) to report the most recent findings of these assessments; and (3) to compare the overall performance of students and adults in the United States with their peers in other countries.

Which Countries Participate?

Countries around the world are invited to participate in each assessment by the sponsoring international organization. Because they volunteer to participate, the number and range

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of countries (e.g., developed vs. developing) vary from assessment to assessment. Though TIMSS, PIRLS, and PISA include developed and developing countries, a larger proportion of developing countries have participated in TIMSS and PIRLS than in PISA and ALL (table 1). PISA is primarily administered in the member countries of the OECD—an intergovernmental organization of 30 industrialized countries seeking to promote trade and economic growth. ALL was conducted only among 6 countries in 2003, but additional countries collected data in 2005, and more countries plan to participate in future years.

Table 1. Recent international assessments

Study	Age/grade assessed	Subjects assessed	Year administered	Number of participating countries[1]	Average GDP per capita of participating countries (in U.S. dollars using PPP)[2]	Average HDI of participating countries[3]
Progress in International Reading Literacy Study (PIRLS)	4th grade	Reading	2001 2006	35	$13,229	0.865
Trends in International Mathematics and Science Study (TIMSS)	4th grade 8th grade[4]	Mathematics Science	1995 1999 2003 2007	25 at grade 4; 45 at grade 8	$15,911 (grade 4); $10,808 (grade 8)	0.863 (grade 4); 0.820 (grade 8)
Program for International Student Assessment (PISA)	15-year-olds	Reading literacy Mathematics literacy Science literacy	2000 2003 2006	39	$26,172	0.917
Adult Literacy and Lifeskills Survey (ALL)	16- to 65-year-olds	Literacy Numeracy	2003	6	$33,598	0.947

[1] Number of participating countries based on the most recently completed year of the assessment.

[2] Average gross domestic product (GDP) per capita is based on the averages of the participating countries in 2003 that completed all necessary steps to appear in the international reports. GDP per capita is taken from the United Nations Development Program (UNDP) *Human Development Report 2005*. Figures are converted using purchasing power parity (PPP) conversion factors that take into account differences in the relative prices of goods and services—particularly non-tradables—and therefore provide a better overall measure of the real value of output produced by an economy compared to other economies. PPP GDP is measured in current international dollars which, in principle, have the same purchasing power as a dollar spent on gross national index in the U.S. economy. Average GDP per capita for PISA includes Organization for Economic Cooperation and Development (OECD)-member nations only. Average GDP per capita for TIMSS, PIRLS, and ALL includes all nations for which data were available. GDP per capita data were unavailable for Bermuda, Chinese Taipei, Lichtenstein, Macao-China, Palestinian National Authority, and Serbia and are thus not included in the averages.

[3] Average Human Development Index (HDI) is based on the HDI of particpating countries in 2003 and includes only those countries that completed all necessary steps to appear in the international reports. The HDI is a composite index that takes into account three dimensions of human development: life expectancy; knowledge; and standard of living. HDI figures are taken from the UNDP *Human Development Report 2005*. HDI scores range from 0 (lowest) to 1 (highest). Average HDI for PISA includes OECD-member nations only. Average HDI for TIMSS, PIRLS, and ALL includes all nations for which data were available. HDI figures were unavailable for Bermuda, Chinese Taipei, Lichtenstein, Macao-China, and Serbia and are thus not included in the averages.

[4] Fourth-graders were only assessed in 1995 and 2003.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2001; Trends in International Mathematics and Science Study (TIMSS), 2003; Statistics Canada and Organization for Economic Cooperation and Development (OECD), Adult Literacy and Lifeskills Survey (ALL), 2003; OECD, Program for International Student Assessment (PISA), 2003; and United Nations Development Program (UNDP), *Human Development Report 2005*, previously unpublished tabulation (October 2005).

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Differences in the combinations of countries that participate in the assessments can affect how various measures, such as the international average, are calculated and interpreted. For example, because national average scores in developing countries tend to be lower than those in developed countries, the international averages can vary from administration to administration, depending on which countries participate. In TIMSS and PIRLS, the international averages are calculated using results from both developing and developed countries while in PISA, they are calculated using results only from the OECD-member countries.

How Comparable Are the Schools and Students That Participate?

One challenge in comparing assessment data from countries around the world is determining the extent that variations in the characteristics of student and adult populations relate to achievement scores. For example, restrictions in attrition rates as students move through the educational system, the economic and social status of students and their families, and parental levels of education may each affect the comparability of findings both within and across assessments. In developing international assessments, the challenge of making student populations comparable is generally dealt with in two ways.

First, countries that participate in international assessments such as TIMSS, PIRLS, ALL, and PISA are required to select national probability samples from *all* students or adults in a particular grade or of a particular age. Exclusions are strictly limited, must be clearly documented, and are reported along with participation rates at each level of sampling. Countries with exclusion rates that are above established levels or with samples that are not representative of the population being assessed run the risk of being eliminated from reports.

Second, in the school-based assessments, the grades or ages selected for assessment are chosen to maximize the likelihood of youth being enrolled in school; for example, PISA samples are drawn from the population of 15-year-old students enrolled in school. In 2003, the most recent year for which data are available, the percentage of the population ages 5–14 enrolled in school was 90 percent or higher in most developed countries, including the United States, and 80 percent or higher in most developing countries that participated in international assessments (OECD 2004a, table C1.2). The percentage of the U.S. population ages 15–19 enrolled in public or private school was 75 percent, which is comparable to or below that of most other industrialized countries. Comparisons of graduation rates from upper secondary school (high school in the United States) paint a similar picture: the U.S. graduation rate (73 percent) is comparable to or below that of most industrialized countries, where 80 percent or more of students finish upper secondary school (OECD 2004a, table A2.1).

Further differences among countries in terms of their student population characteristics, especially those found to be significantly related to achievement, can also be evaluated and explained in comparative analyses. Research has established that students' economic and social characteristics, such as their immigrant status and family income, are associated with academic achievement (Coleman et al. 1966; Entwisle and Alexander 1993; Shavit and Blossfield 1993). Moreover, research has shown that these factors are often interrelated, further complicating the picture (McLanahan and Sandefur 1994; Schmid 2001). For example, minority status, family income, language ability, and family structure are associated with students' achievement in the United States (Coleman et al. 1966; Jencks et al. 1979; McLanahan and Sandefur 1994; Schmid 2001), and such relationships are also

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found in many other countries (Buchmann 2002). The uneven distribution of students' economic and social factors across countries, as well as the potential cross-national variation in the relationship between student achievement and these factors, may affect the outcomes of cross-national comparisons.

Recent comparisons of PISA 2003 data have explored how variations in student population characteristics across countries may affect the reported outcomes of international studies. For example, it is true that some characteristics of the U.S. student population are different from those of student populations in countries like Japan and Korea, where there are few foreign-born students; however, student populations in other countries are often not measurably different from the U.S. student population in terms of the distribution of salient social and economic factors (figures 1 and 2; Hampden-Thompson and Johnston 2006). For example, 48 percent of 15-year-old students in the United States reported having at least one parent who had a college degree or a postsecondary vocational qualification (figure 1). When the United States was compared to the other 19 countries in this study, 11 countries were found to have a smaller percentage of students with postsecondary-educated parents when compared with the United States. Seven countries had a higher percentage of 15-year-old students who reported that at least one of their parents was educated to the postsecondary level (Australia, Belgium, Canada, Denmark, Finland, Norway, and Sweden). Also, the data show that 9 percent of U.S. 15-year-olds did not speak the language of the test at home (i.e., English; figure 2). Of the 19 other countries, 6 had a greater percentage of 15-year-olds who did not speak the language of the test at home, and 8 countries had a lower percentage.

Cross-national comparisons of student populations and their social and economic contexts show that the United States shares many of the same educational challenges as other countries. For example, while the strength of the association may vary, many studies report a fairly consistent relationship between lower socioeconomic status and lower student achievement (Buchmann 2002). The cross-national comparisons of achievement displayed in the sections that follow have not been adjusted for socioeconomic or other factors.

How Do U.S. Students and Adults Compare With Their Peers in Other Countries?

Results for U.S. students and adults on international assessments vary by subject, grade or age, and assessment. Although it would be desirable, it is not possible to directly compare the international assessment scores from the various studies because of differences in the countries participating, the purpose of the assessments, the items used, and the target populations. Without making direct comparisons between studies, the following section presents highlights of the key findings of several recent international studies that looked at students' and adults' achievement in reading, mathematics, and science.

Reading

Three international assessments measure aspects of reading skills. The Progress in International Reading Literacy Study (PIRLS) assesses 4th-grade reading skills; the Program for International Student Assessment (PISA) focuses on the ability of 15-year-olds to apply their reading skills to a wide variety of materials within a real-life context; and the Adult Literacy and Lifeskills Survey (ALL) assesses the literacy skills of adults ages 16–65.

PIRLS

Administered in 35 countries in 2001, PIRLS defines reading literacy as

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Figure 1. Percentage of 15-year-olds whose parents had a postsecondary education, had high occupational status, and had more than 200 books in the home, by country: 2003

[1]Parents' occupation is reported by the student and coded to the International Standard Classification of Occupations (ISCO-88) and then grouped into major occupational groups. For further information, see Ganzeboom et al. (1992).

NOTE: The international average is the weighted mean of the data values for the 20 countries included in the analysis. Parent education, parent occupational status, and number of books in the home are based on students' reports. If either of a student's parents completed a bachelor's, master's, or postgraduate degree (corresponding to the International Standard Classification of Education (ISCED) levels 5A, 5B, or 6), the student was considered as having postsecondary-educated parents. Parent occupational status is based on either of the student's parents' occupation (whichever is higher), and the variable was transformed into quarters with "high" occupational status representing the upper quarter. The response rate in New Zealand for parent occupational status was below 85 percent.

SOURCE: Hampden-Thompson, G., and Johnston, J. S. (2006). *Variation in the Relationship Between Nonschool Factors and Student Achievement on International Assessments* (NCES 2006-014), table 1. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

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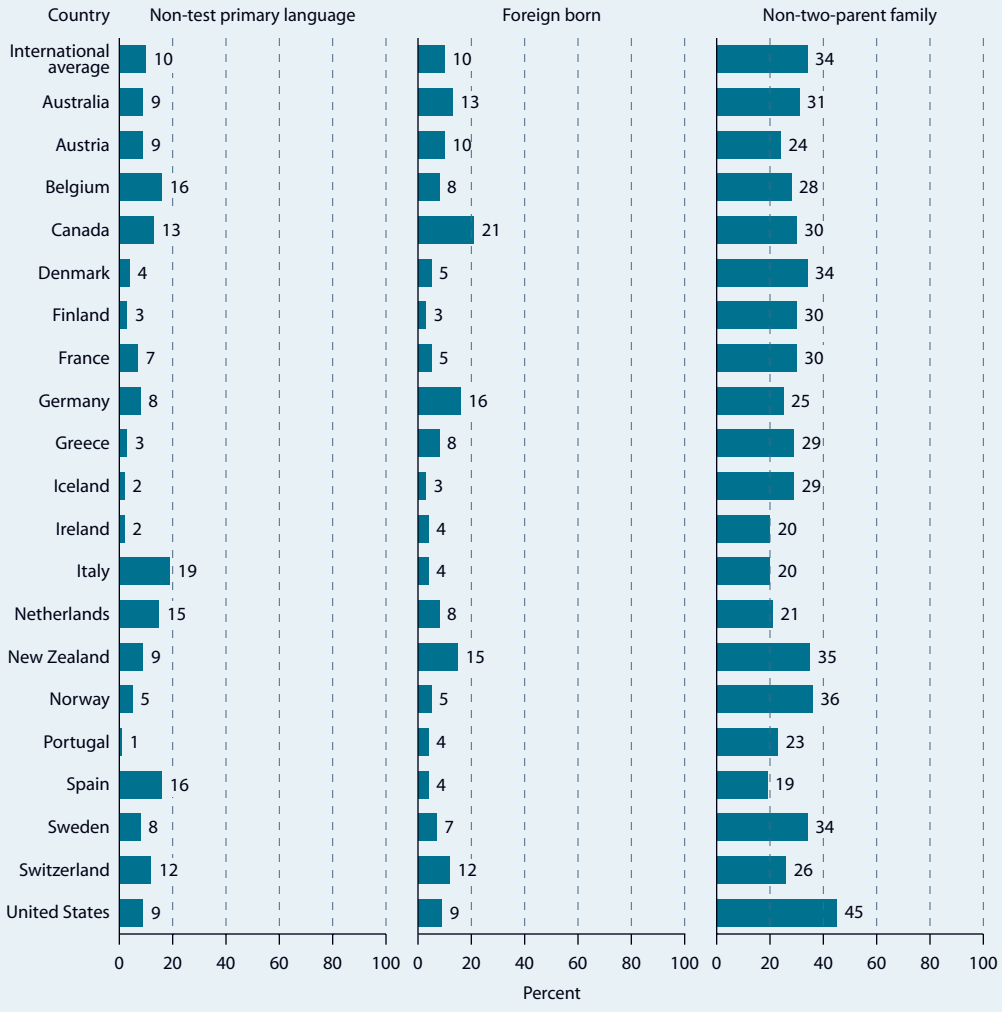
Figure 2. Percentage of 15-year-olds who spoke a non-test language, were foreign born, and were from non-two-parent families, by country: 2003



NOTE: The international average is the weighted mean of the data values for the 20 countries included in the analysis. Language spoken at home, immigrant status, and family structure are based on students' reports. "Test-language" students reported speaking the language in which the test was administered always or most of the time at home while "non-test-language" students reported using another language always or most of the time at home. Students from a "two-parent family" reported living with both their mother and father. The category "non-two-parent family" encompasses all other responses.

SOURCE: Hampden-Thompson, G., and Johnston, J. S. (2006). *Variation in the Relationship Between Nonschool Factors and Student Achievement on International Assessments* (NCES 2006-014), table 1. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

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> The ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment. (Mullis et al. 2004a, p. 3).

To measure the reading literacy skills and abilities of 4th-graders, PIRLS used a combination of literary texts—passages drawn from children's books—and informational texts—passages providing information on people, places, and things. Students were asked to demonstrate skills and abilities such as retrieving specific information, making inferences, interpreting and integrating ideas and information, and examining and evaluating content and language.

■ *U.S. 4th-graders had higher average reading literacy scores than the international average and higher scores than students in 23 of the 34 other participating countries in 2001.*

The results from PIRLS indicate that U.S. 4th-graders performed as well as or better than most of their international peers in the other 34 participating countries (table 2). Specifically, U.S. 4th-graders performed above the international average, and, on average, they outperformed students in two-thirds of the other participating countries. The performance of students in about one-quarter of the participating countries was not measurably different from that of U.S. students. Students in three countries (Sweden, the Netherlands, and England) outperformed U.S. students, on average. The average score of U.S. 4th-graders was not measurably different from the average student scores in other industrialized countries such as Canada (Ontario and Quebec), Italy, and Germany. U.S. 4th-graders outscored their peers in some industrialized countries, such as New Zealand, Scotland, France, and Norway, as well as in a number of developing countries.

In addition to overall reading scores, PIRLS provides subscale scores for specific reading skills: reading for literary experience and reading to acquire and use information. On average, U.S. 4th-graders performed as well as or better than their peers in most countries in both reading subscales (Ogle et al. 2003). Students in only one country, Sweden, outperformed U.S. students in reading for literacy experience; students in five countries (Sweden, the Netherlands, Bulgaria, Latvia, and England) outperformed U.S. students in reading to acquire and use information.

As with all international assessments in which the United States participates, PIRLS data can be analyzed to provide information on the achievement of student subpopulations. For example, 19 percent of U.S. students performed among the top 10 percent of all 4th-graders across the 35 countries that participated in PIRLS in 2001, a percentage exceeded only in England (Ogle et al. 2003). Among U.S. 4th-graders, a larger percentage of White students performed in the top 10 percent of all students than their Black or Hispanic peers. In all 35 countries, including the United States, girls outperformed boys in reading. Girls in Sweden, England, the Netherlands, and Bulgaria outperformed U.S. girls in reading, on average, while boys in the Netherlands and Sweden outperformed U.S. boys.

PIRLS will be repeated in 2006, providing more information about the progress of U.S. students in reading relative to other countries. Results of the PIRLS 2001 assessment can be found in Ogle et al. (2003; available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003073) and Mullis et al. (2003; available at http://isc.bc.edu/pirls2001i/PIRLS2001_Pubs_IR.html).

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Table 2. Average PIRLS reading literacy scores of 4th-graders, by country: 2001

Country	Average score
International average	500
Sweden	561
Netherlands[1]	554
England[1,2]	553
Bulgaria	550
Latvia	545
Canada (O,Q)[3,4]	544
Lithuania[3]	543
Hungary	543
United States[1]	**542**
Italy	541
Germany	539
Czech Republic	537
New Zealand	529
Scotland[1]	528
Singapore	528
Russian Federation[2]	528
Hong Kong SAR[5]	528
France	525
Greece[2]	524
Slovak Republic	518
Iceland	512
Romania	512
Israel[2]	509
Slovenia	502
Norway	499
Cyprus	494
Moldova	492
Turkey	449
Macedonia	442
Colombia	422
Argentina	420
Iran	414
Kuwait	396
Morocco[6]	350
Belize	327

■ Average is higher than the U.S. average.
□ Average is not measurably different from the U.S. average.
■ Average is lower than the U.S. average.

[1] Met international guidelines for sample participation rates only after replacement schools were included.
[2] National defined population covers less than 95 percent of national desired population.
[3] National desired population does not cover all of international desired population.
[4] Canada is represented by the provinces of Ontario and Quebec (O, Q) only.
[5] Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.
[6] Nearly satisfied guidelines for sample participation rates after replacement schools were included.
NOTE: Participants were scored on a 1,000-point scale. The international standard deviation is 100 points. The test for significance between the U.S. average and the international average was adjusted to account for the contribution of the U.S. average to the international average.
SOURCE: Ogle, L.T., Sen, A., Pahlke, E., Jocelyn, L., Kastberg, D., Roey, S., and Williams, T. (2003). *International Comparisons in Fourth-Grade Reading Literacy: Findings from the Progress in International Reading Literacy Study (PIRLS) of 2001* (NCES 2003-073), figure 3. Data from International Association for the Evaluation of Educational Achievement, Progress in International Reading Literacy Study (PIRLS), 2001.

PISA

PISA measured the reading literacy of 15-year-olds in 2000. In this study, reading literacy was defined as "understanding, using, and reflecting on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society" (OECD 1999, p. 20). PISA measured the extent to which students could apply different reading processes (retrieving information, interpreting text, and reflecting on text) to a range of reading materials they were likely to encounter as young adults, such as government forms, newspaper articles, manuals, books, and magazines.

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■ *U.S. 15-year-olds scored at the OECD average in reading literacy in 2000.*

PISA 2000 results showed that U.S. 15-year-olds performed as well as or better than most of their peers in the 30 other participating countries (table 3). On average, students in Finland, Canada, and New Zealand outperformed U.S. students, but the U.S. average scores were not significantly different from those in most other industrialized countries as well as the OECD average.[3] PISA also provided subscale scores based on processes used when reading a text: retrieving information from text; interpreting texts; and reflecting on texts to relate to other experiences, knowledge, or ideas. U.S. 15-year-olds scored at the OECD average on all three reading processes measured. However, students in five countries outperformed U.S. students on a measure of retrieving information, and students in four countries outperformed U.S. students on a measure of reflecting on texts. On a measure of interpreting texts, students in two countries—Finland and Canada—outperformed U.S. 15-year-olds (Lemke et al. 2001).

Thirteen percent of U.S. students performed among the top 10 percent of all 15-year-olds in

Table 3. Average PISA reading literacy scores of 15-year-olds, by country: 2000

Country	Average score
OECD average	500
OECD countries	
Finland	546
Canada	534
New Zealand	529
Australia	528
Ireland	527
Korea, Republic of	525
United Kingdom	523
Japan	522
Sweden	516
Austria	507
Belgium	507
Iceland	507
Norway	505
France	505
United States	**504**
Denmark	497
Switzerland	494
Spain	493
Czech Republic	492
Italy	487
Germany	484
Hungary	480
Poland	479
Greece	474
Portugal	470
Luxembourg	441
Mexico	422
Non-OECD countries	
Liechtenstein	483
Russian Federation	462
Latvia	458
Brazil	396

■ Average is higher than the U.S. average.
□ Average is not measurably different from the U.S. average.
■ Average is lower than the U.S. average.

NOTE: The test for significance between the United States and the Organization for Economic Cooperation and Development (OECD) average was adjusted to account for the contribution of the U.S. average to the OECD average. Because PISA is principally an OECD study, the results for non-OECD countries are displayed separately from those for the OECD countries and are not included in the OECD average. Due to low response rates, data for the Netherlands are not included. Participants were scored on a 1,000-point scale. The international standard deviation is 100 points.
SOURCE: Lemke, M., Calsyn, C., Lippman, L., Jocelyn, L., Kastberg, D., Liu, Y.Y., Roey, S., Williams, T., Kruger, T., and Bairu, G. (2001). *Outcomes of Learning: Results From the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy* (NCES 2002-115), figure 3. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2000.

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the OECD-member countries that participated in PISA 2000 (Lemke et al. 2001), and about one-third of U.S. students were found to read at the two highest levels of performance. Similar to the results in the PIRLS 2001 study, girls outperformed boys in reading literacy in the United States and all other participating PISA countries (Lemke et al. 2001). More information on the performance of other student population groups can be found in Lemke et al. (2001; available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002115) and OECD (2001; available at https://www.pisa.oecd.org/dataoecd/44/53/33691596.pdf).

ALL

In 2003, the United States participated in ALL along with five other countries. The study assessed the literacy and numeracy skills of adults ages 16–65 through a written test administered in respondents' homes. In this study, literacy was defined as the knowledge and skills needed by adults, in life and at work, to use information from various texts (e.g., news stories, editorials, manuals, brochures) in various formats (e.g., texts, maps, tables, charts, forms, time tables) (Statistics Canada and OECD 2005). The ALL test questions were developed to assess the respondent's ability to retrieve, compare, integrate, and synthesize information from texts and to make inferences, among other skills.

■ *U.S. adults had lower literacy skills, on average, than adults in Norway, Bermuda, Canada, and Switzerland in 2003 and had higher literacy skills than adults in Italy.*

Results from ALL showed that U.S. adults outperformed adults in Italy in 2003, but were outperformed by adults in Norway, Bermuda, Canada, and Switzerland (table 4). Adults in Bermuda, Norway, and Canada had higher literacy scores than U.S. adults at both the high and low ends of the score distribution (Lemke et al. 2005). The highest performers (the top 10 percent of adults) had literacy scores of 353 or higher in Bermuda, 348 or higher in Norway, and 344 or higher in Canada, compared with 333 or higher in the United States. The lowest performers (those in the bottom 10 percent) in Bermuda had literacy scores of 213 or lower, 233 or lower in Norway, and 209 or lower in Canada, compared with 201 or lower in the United States. The lowest performers in Switzerland also outperformed their U.S. counterparts in literacy, scoring 216 or lower.

In contrast to the results in PIRLS and PISA, there was no measurable difference in the literacy performance of men and women in the United States and in Bermuda, Canada, and Norway (Lemke et al. 2005). In Italy and Switzerland, men outperformed women. In the United States, White adults outscored Black and Hispanic adults, on average, on literacy tasks.

More countries will have collected data by 2005, allowing for additional comparisons of adult skills and knowledge. Detailed information on the results from ALL 2003 can be found

Table 4. Average ALL literacy scores of adults ages 16–65, by country: 2003

Country	Average score
Norway	293
Bermuda	285
Canada	281
Switzerland	274
United States	**269**
Italy	228

■ Average is higher than the U.S. average.
❑ Average is not measurably different from the U.S. average.
■ Average is lower than the U.S. average.

NOTE: Participants were scored on a 500-point scale.
SOURCE: Lemke, M., Miller, D., Johnston, J., Krenzke, T., Alvarez-Rojas, L., Kastberg, D., and Jocelyn, L. (2005). *Highlights From the 2003 International Adult Literacy and Lifeskills Survey (ALL)—(Revised)* (NCES 2005-117rev), table 1. Data from Statistics Canada and Organization for Economic Cooperation and Development (OECD), Adult Literacy and Lifeskills Survey (ALL), 2003.

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in Statistics Canada and OECD (2005; available at http://www.statcan.ca/english/freepub/89-603-XIE/2005001/pdf.htm).

Mathematics

Three international assessments measure aspects of mathematical skills. The Trends in International Mathematics and Science Study (TIMSS), which assesses 4th- and 8th-grade mathematics knowledge and skills; the Program for International Student Assessment (PISA), which focuses on mathematics literacy, or the ability of 15-year-olds to apply mathematics to a wide variety of materials within a real-life context; and the Adult Literacy and Lifeskills Survey (ALL), which measures the numeracy skills of adults ages 16–65.

TIMSS

TIMSS, which was administered in grades 4 and 8 in 1995 and 2003 and in grade 8 in 1999, is designed to measure the achievement of 4th- and 8th-graders in mathematics and science. The study is closely linked to the curricula of the participating countries, providing an indication of the degree to which students have learned the concepts of mathematics that they have studied in school. Some 46 countries participated in TIMSS in 2003, at either the 4th- or 8th-grade level, or both.

- *From 1995 to 2003, U.S. 4th-graders showed no measurable change in their mathematics performance, while the performance of 8th-graders improved.*

In mathematics, students in some countries (notably several Asian countries, such as Japan and Hong Kong, but also including the Netherlands and Belgium) consistently outperformed U.S. students, on average, regardless of the year of assessment, measure, grade, or age tested (Gonzales et al. 2004). Overall, however, the current picture of U.S. performance, as measured by TIMSS, is mixed at the 4th- and 8th-grade levels.

When comparing the United States with the other 24 countries participating at grade 4 in 2003, U.S. 4th-graders performed better, on average, than their peers in 13 countries but worse than their peers in 11 countries (table 5). TIMSS also provided scores for five mathematics content areas at grade 4: number, patterns and relationships, measurement, geometry, and data. U.S. 4th-graders performed above the international average in four of the five content areas in 2003 (all but measurement); they performed best in data and least well in measurement (Mullis et al. 2004b).

Comparing results from 1995 and 2003 suggests that while the performance of U.S. students was stable during this period, it did not keep pace with improved scores among students in several other countries (Gonzales et al. 2004). That is, of the other 14 countries participating in both 1995 and 2003, 4th-graders in more countries outperformed their U.S. peers in 2003 than in 1995, on average. Students in seven countries (Singapore, Japan, Hong Kong, the Netherlands, Latvia, England, and Hungary) outscored U.S. students in 2003, while students in four countries (Singapore, Japan, Hong Kong, and the Netherlands) outscored U.S. students in 1995.

In grade 8, U.S. students showed gains in their mathematics skills and abilities. As mentioned above, TIMSS assessed 8th-graders in mathematics in 1995, 1999, and 2003. In comparison to the other 44 countries that assessed 8th-graders in 2003, U.S. 8th-graders outperformed their peers in 25 countries, on average, and were outperformed by students in 9 countries (table 5; Gonzales et al. 2004). U.S. 8th-graders had higher average scores in 2003 than in 1995, with the increase occurring primarily between 1995 and 1999. Moreover,

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Table 5. Average TIMSS mathematics scores of 4th- and 8th-graders, by country: 2003

Grade 4	
Country	**Average score**
International average	495
Singapore	594
Hong Kong SAR[1,2]	575
Japan	565
Chinese Taipei	564
Belgium-Flemish[3]	551
Netherlands[2]	540
Latvia	536
Lithuania[4]	534
Russian Federation[3]	532
England[2]	531
Hungary[3]	529
United States[2]	**518**
Cyprus	510
Moldova, Republic of	504
Italy	503
Australia[2]	499
New Zealand	493
Scotland[2]	490
Slovenia	479
Armenia	456
Norway	451
Iran, Islamic Republic of[3]	389
Philippines	358
Morocco	347
Tunisia	339

Grade 8	
Country	**Average score**
International average[5]	466
Singapore	605
Korea, Republic of	589
Hong Kong SAR[1,2]	586
Chinese Taipei	585
Japan	570
Belgium-Flemish	537
Netherlands[2]	536
Estonia	531
Hungary[3]	529
Malaysia	508
Latvia	508
Russian Federation[3]	508
Slovak Republic	508
Australia	505
United States[6]	**504**
Lithuania[4]	502
Sweden	499
Scotland[2]	498
Israel[3]	496
New Zealand	494
Slovenia	493
Italy	484
Armenia	478
Serbia[4]	477
Bulgaria	476
Romania	475
Norway	461
Moldova, Republic of	460
Cyprus	459
Macedonia, Republic of[3]	435
Lebanon	433
Jordan	424
Iran, Islamic Republic of[3]	411
Indonesia[4]	411
Tunisia	410
Egypt	406
Bahrain	401
Palestinian National Authority	390
Chile	387
Morocco[4,6]	387
Philippines	378
Botswana	366
Saudi Arabia	332
Ghana	276
South Africa	264

[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] National defined population covers less than 95 percent of national desired population.

[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) due to the deletion of England. In Mullis et al., the reported international average is 467.

[6] Nearly satisfied guidelines for sample participation rates after replacement schools were included.

NOTE: The test for significance between the United States and the international average was adjusted to account for the U.S. contribution to the international average. Countries were required to sample students in the upper of the two grades that contained the largest number of 9-year-olds and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8, respectively. Participants were scored on a 1,000-point scale. The international standard deviation is 100 points.

SOURCE: Gonzales, P., Guzman, J.C., Partelow, L., Pahlke, E., Jocelyn, L., Kastberg, D., and Williams, T. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005-005), tables 2 and 3. Data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2003.

■ Average is higher than the U.S. average.
□ Average is not measurably different from the U.S. average.
■ Average is lower than the U.S. average.

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the relative standing of U.S. 8th-graders was higher in 2003 than in 1995 in relation to students in the 21 other countries participating in TIMSS in both years. That is, of the 21 other countries participating in both 1995 and 2003, U.S. 8th-graders were outscored by their international peers, on average, in fewer countries in 2003 than in 1995 (12 countries in 1995 vs. 7 countries in 2003). In addition, TIMSS provided achievement results in five mathematics content areas: number, algebra, measurement, geometry, and data. U.S. 8th-graders improved their performance in two of these content areas (algebra and data) between 1999 and 2003.

TIMSS 2003 also examined the mathematics performance of 4th- and 8th-graders by achievement level, sex, and race/ethnicity. At both grades, 7 percent of U.S. students performed at the highest international benchmark (called "advanced") in 2003, percentages that were not measurably different from the international averages (Mullis et al. 2004b). In the United States, boys outperformed girls in mathematics at both grades 4 and 8. The gap in mathematics achievement scores between White and Black 4th- and 8th-graders narrowed between 1995 and 2003 (Gonzales et al. 2004). More detailed results for TIMSS 2003 can be found in Gonzales et al. (2004; available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005005) and Mullis et al. (2004b; available at http://isc.bc.edu/timss2003i/mathD.html).

PISA

While the primary emphasis of PISA in 2000 was on reading literacy, in 2003, the assessment turned its focus to mathematics literacy of 15-year-olds, with 39 countries participating. PISA uses the term *mathematics literacy* to indicate its broader focus on students' ability to apply their mathematical knowledge and skills to a range of situations they are likely to encounter in their everyday lives. Thus, unlike TIMSS, PISA does not focus exclusively on outcomes that can be directly linked to curricula, but instead emphasizes larger ideas such as space and shape or uncertainty in mathematics. PISA complements information obtained from studies such as TIMSS because it addresses whether students can apply what they have learned, both in and out of school.

■ *U.S. 15-year-olds had lower average mathematics literacy scores than the OECD average and lower scores than their peers in 20 of the other 28 OECD countries participating in 2003.*

The PISA 2003 results suggest that when applying mathematical skills, U.S. 15-year-olds performed worse, on average, than many of their international peers (table 6). For this age group, the mathematics literacy performance of U.S. students was lower than the average student performance for the majority of the 28 other OECD-member countries, and below the OECD average.[4] In addition to overall mathematics literacy scores, PISA reports on performance by four broad content areas connected to overarching ideas in mathematics: space and shape, change and relationships, quantity, and uncertainty. In each content area, U.S. 15-year-olds were outperformed, on average, by students in a majority of OECD countries and performed below the OECD average (Lemke et al. 2004). Fifteen-year-olds in 23 OECD countries outperformed their U.S. counterparts on the quantity measure (which focuses on quantitative reasoning and understanding of numerical patterns and measures and includes number sense, estimating, and computations) than on the other content areas measured. For the other content areas, the number of OECD countries in which students outperformed their U.S. counterparts was 16 countries on the uncertainty measure (which focuses on data and chance), 18 countries on the change and relationships measure (which focuses on the representation of change, including mathematics functions such as linear or exponen-

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Table 6. Average PISA mathematics literacy scores of 15-year-olds, by country: 2003

Country	Average score
OECD average	500
OECD countries	
Finland	544
Korea, Republic of	542
Netherlands	538
Japan	534
Canada	532
Belgium	529
Switzerland	527
Australia	524
New Zealand	523
Czech Republic	516
Iceland	515
Denmark	514
France	511
Sweden	509
Austria	506
Germany	503
Ireland	503
Slovak Republic	498
Norway	495
Luxembourg	493
Poland	490
Hungary	490
Spain	485
United States	**483**
Portugal	466
Italy	466
Greece	445
Turkey	423
Mexico	385
Non-OECD countries	
Hong Kong-China	550
Liechtenstein	536
Macao-China	527
Latvia	483
Russian Federation	468
Serbia and Montenegro	437
Uruguay	422
Thailand	417
Indonesia	360
Tunisia	359

■ Average is higher than the U.S. average.
□ Average is not measurably different from the U.S. average.
■ Average is lower than the U.S. average.

NOTE: The test for significance between the United States and the Organization for Economic Cooperation and Development (OECD) average was adjusted to account for the contribution of the U.S. average to the OECD average. Because PISA is principally an OECD study, the results for non-OECD countries are displayed separately from those for the OECD countries and are not included in the OECD average. Due to low response rates, data for the United Kingdom are not included. Participants were scored on a 1,000 point scale. The international standard deviation is 100 points.

SOURCE: Lemke, M., Sen, A., Pahlke, E., Partelow, L., Miller, D., Williams, T., Kastberg, D., and Jocelyn, L. (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.

tial), and 20 countries on the space and shape measure (which focuses on recognizing shapes and patterns, describing and decoding visual information, and the relationship between visual representations and real shapes and images).

Further analysis of these data shows that, in 2003, the United States had a greater percentage of students than the OECD average at the lowest levels of performance in mathematics literacy and the four broad content areas (Lemke et al. 2004).

Differences in mathematics literacy performance within the United States were apparent by sex and race/ethnicity. U.S. 15-year-old females scored lower in mathematics literacy than their male counterparts, a pattern evidenced in 25 other countries (20 OECD and 5 non-OECD countries) as well (Lemke et al. 2004). Among U.S. 15-year-olds, Black and Hispanic students scored lower in mathematics literacy, on average, than their White and Asian counterparts, but Hispanic students outperformed their Black peers. More detailed information on the

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PISA 2003 results can be found in Lemke et al. (2004; available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005003) and OECD (2004b; available at http://www.pisa.oecd.org/dataoecd/1/60/34002216.pdf).

ALL

The ALL 2003 study included measures of adult numeracy skills, defined as knowledge and skills required to manage mathematical demands in diverse situations. Unlike mathematics literacy skills, numeracy skills go beyond the ability to apply arithmetic skills to include number sense, estimation, measurement, and statistics. Adults were asked to complete items that required understanding of arithmetic, proportionality, data reading and interpretation, estimation, measurement, recognition of patterns and relationships, and the ability to solve simple and multi-step problems. The goal of ALL was to ascertain the degree to which the adult population could perform tasks that they would likely encounter in everyday life and workplace situations.

- *U.S. adults outperformed adults in Italy in numeracy skills in 2003, but were outperformed by adults in Switzerland, Norway, Canada, and Bermuda.*

Mirroring the ALL 2003 results on literacy skills and knowledge, U.S. adults outperformed Italian adults in numeracy, on average. Adults in Switzerland, Norway, Canada, and Bermuda scored better, on average, than their U.S. peers (table 7).

Besides outperforming U.S. adults on average, adults in the four higher performing countries had higher numeracy scores than U.S. adults at both the high and low ends of the score distribution (Lemke et al. 2005). The highest performers (the top 10 percent of adults) had numeracy scores of 352 or higher in Switzerland, 343 or higher in Norway, 342 or higher in Bermuda, and 341 or higher in Canada, compared with 333 or higher in the United States. The lowest performers (those in the bottom 10 percent) in Bermuda and Canada had average scores of 198 or lower, 224 or lower in Norway, and 230 or lower in Switzerland, compared with 185 or lower in the United States.

Table 7. Average ALL numeracy scores of adults ages 16–65, by country: 2003

Country	Average score
Switzerland	290
Norway	285
Canada	272
Bermuda	270
United States	**261**
Italy	233

■ Average is higher than the U.S. average.
❑ Average is not measurably different from the U.S. average.
■ Average is lower than the U.S. average.

NOTE: Participants were scored on a 500-point scale.
SOURCE: Lemke, M., Miller, D., Johnston, J., Krenzke, T., Alvarez-Rojas, L., Kastberg, D., and Jocelyn, L. (2005). *Highlights From the 2003 International Adult Literacy and Lifeskills Survey (ALL)—(Revised)* (NCES 2005-117rev), table 1. Data from Statistics Canada and Organization for Economic Cooperation and Development (OECD), Adult Literacy and Lifeskills Survey (ALL), 2003.

Further analysis also revealed that among U.S. adults, males outperformed females in numeracy skills, and White adults outscored Black and Hispanic adults, on average (Lemke et al. 2005).

As additional countries collect ALL data, international comparisons of adults' numeracy and mathematics literacy skills should reveal more information. Details on the results from the first round of ALL can be found in Statistics Canada and OECD (2005; available at http://www.statcan.ca/english/freepub/89-603-XIE/2005001/pdf.htm).

Science

Two international assessments measure aspects of science skills. The Trends in International

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Mathematics and Science Study (TIMSS) focuses on students' performance on science that they are likely to have encountered in school by grades 4 and 8; and the Program for International Student Assessment (PISA) focuses on the ability of 15-year-olds to apply science knowledge and skills to a variety of materials with a real-life context.

TIMSS

As noted earlier, TIMSS was administered three times (in grades 4 and 8 in 1995 and 2003 and in grade 8 in 1999) across a range of countries. Closely linked with the curricula of the participating countries, TIMSS provides a measure of the degree to which students have learned concepts that they have encountered in school.

In every science administration, regardless of the measure, grade, or age tested, Japanese students, on average, outperformed U.S. students in science (Lemke et al. 2004; Gonzales et al. 2004). Otherwise, U.S. students' performance in science is mixed: U.S. students performed better than their international peers in some countries and worse than their peers in other countries.

■ *From 1995 to 2003, U.S. 4th-graders showed no measurable change in science performance on average, while 8th-graders showed some improvement.*

According to TIMSS, over time U.S. 4th-graders are being outpaced by their international peers in science, while U.S. 8th-graders are making progress (Gonzales et al. 2004).

TIMSS 2003 science results at the 4th grade show that, on average, U.S. students performed above the international average, and had higher average scores than their peers in 16 of the 24 other participating countries (table 8). Students in three countries—Singapore, Chinese Taipei, and Japan—outperformed U.S. 4th-graders, on average. Nonetheless, U.S. 4th-graders made no significant progress between 1995 and 2003, and they did not keep pace with improved scores among students in several other countries (Gonzales et al. 2004). Fourth-graders in nine countries demonstrated improvement in their average science scores over this period. Consequently, among the 14 other countries that participated at 4th grade in both years, students in the United States outperformed students in fewer countries in 2003 than in 1995 (8 compared with 13). Taken together, these data suggest that U.S. 4th-graders are not keeping pace with their international peers in science.

U.S. 4th-graders performed above the international average in all three science content areas (life science, physical science, and earth science) in 2003 (Martin et al. 2004). In addition, a greater percentage of U.S. students performed at the advanced TIMSS international benchmark compared with the international average (13 vs. 7 percent), but even so, the percentage of U.S. 4th-graders performing at this level declined from 1995 (when it was 19 percent).

Turning to 8th grade, U.S. students, on average, performed above the international average and had higher science scores than their peers in 32 of the 44 other participating countries in 2003 (table 8). U.S. 8th-graders improved their average science performance between 1995 and 2003, with the gain occurring primarily between 1999 and 2003 (Gonzales et al. 2004). Moreover, the relative standing of U.S. 8th-graders was higher in 2003 than in 1995 in relation to students in the 21 other countries participating in TIMSS in both years. That is, of the countries participating in both 1995 and 2003, U.S. 8th-graders outscored their international peers, on average, in 11 countries in 2003 compared with 5 countries in 1995.

Based on five science content areas measured in TIMSS (life science, chemistry, physics, earth

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Table 8. Average TIMSS science scores of 4th- and 8th-graders, by country: 2003

Grade 4	
Country	**Average score**
International average	489
Singapore	565
Chinese Taipei	551
Japan	543
Hong Kong SAR[1, 2]	542
England[2]	540
United States[2]	**536**
Latvia	532
Hungary[3]	530
Russian Federation[3]	526
Netherlands[2]	525
Australia[2]	521
New Zealand	520
Belgium-Flemish[3]	518
Italy	516
Lithuania[4]	512
Scotland[2]	502
Moldova, Republic of	496
Slovenia	490
Cyprus	480
Norway	466
Armenia	437
Iran, Islamic Republic of[3]	414
Philippines	332
Tunisia	314
Morocco	304

Grade 8	
Country	**Average score**
International average[5]	473
Singapore	578
Chinese Taipei	571
Korea, Republic of	558
Hong Kong SAR[1, 2]	556
Estonia	552
Japan	552
Hungary[3]	543
Netherlands[2]	536
United States[6]	**527**
Australia	527
Sweden	524
Slovenia	520
New Zealand	520
Lithuania[4]	519
Slovak Republic	517
Belgium-Flemish	516
Russian Federation[3]	514
Latvia	512
Scotland[2]	512
Malaysia	510
Norway	494
Italy	491
Israel[3]	488
Bulgaria	479
Jordan	475
Moldova, Republic of	472
Romania	470
Serbia[4]	468
Armenia	461
Iran, Islamic Republic of[3]	453
Macedonia, Republic of[3]	449
Cyprus	441
Bahrain	438
Palestinian National Authority	435
Egypt	421
Indonesia[4]	420
Chile	413
Tunisia	404
Saudi Arabia	398
Morocco[4, 6]	396
Lebanon	393
Philippines	377
Botswana	365
Ghana	255
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] National defined population covers less than 95 percent of national desired population.

[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) due to the deletion of England. In Martin et al., the reported international average is 474.

[6] Nearly satisfied guidelines for sample participation rates after replacement schools were included.

NOTE: The test for significance between the United States and the international average was adjusted to account for the U.S. contribution to the international average. Countries were required to sample students in the upper of the two grades that contained the largest number of 9- and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8, respectively. Participants were scored on a 1,000-point scale. The international standard deviation is 100 points.

SOURCE: Gonzales, P., Guzman, J.C., Partelow, L., Pahlke, E., Jocelyn, L., Kastberg, D., and Williams, T. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005-005), tables 8 and 9. Data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2003.

■ Average is higher than the U.S. average.
□ Average is not measurably different from the U.S. average.
■ Average is lower than the U.S. average.

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science, and environmental science), U.S. 8th-graders showed improvement in earth science and physics between 1999 and 2003 (Gonzales et al. 2004). In 2003, a greater percentage of U.S. 8th-graders performed at the advanced TIMSS international benchmark compared with the international average (11 vs. 5 percent), though there had been no measurable change in the percentage of U.S. 8th-graders performing at this level in science since 1995.

Differences exist in science achievement within subgroups in the United States. At both 4th and 8th grade, boys outperformed girls in 2003 (Gonzales et al. 2004). Fourth-grade boys' scores declined from 1995 to 2003 while at 8th grade, both boys and girls showed improvement. White 4th- and 8th-graders had higher average science scores than their Black and Hispanic peers in 2003. At 4th grade, White student scores declined and Black student scores increased from 1995 to 2003. At 8th grade, the average scores of Black and Hispanic students increased between 1995 and 2003, while the average score of their White peers was not measurably different. Thus, the gap between White and Black students decreased at both grades. Further details on the TIMSS science results can be found in Gonzales et al. (2004; available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005005) and Martin et al. (2004; available at http://isc.bc.edu/timss2003i/scienceD.html).

PISA

While the primary emphases of PISA have been reading literacy in 2000 and mathematics literacy in 2003, each assessment contained a small section on the other two domains (science and mathematics or reading, respectively). PISA uses the term *science literacy* to indicate its broader focus on students' ability to apply their science knowledge and skills to a range of situations they are likely to encounter in their everyday lives.

- *U.S. 15-year-olds scored below the OECD average in science literacy and below the average scores of students in 15 of the 28 other participating OECD countries in 2003.*

Based on PISA, U.S. 15-year-olds scored below the science literacy average of the 29 participating OECD countries (table 9). Students in 15 OECD countries had higher average scores than students in the United States, and 6 OECD countries had lower average scores. No information about U.S. performance on specific science topics was available in PISA, but science literacy will be the primary domain covered in 2006, after which detailed information about U.S. performance will be available. Further details on the PISA science literacy results can be found in Lemke et al. (2004; available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005003) and OECD (2004b; available at http://www.pisa.oecd.org/dataoecd/1/60/34002216.pdf).

Conclusion

Based on the results of recent international assessments, measures of students' and adults' skills and abilities in reading, mathematics, and science present a mixed picture (table 10). U.S. students perform relatively well in reading literacy compared with their peers around the world, including those in highly industrialized countries (based on PIRLS and PISA data). In addition, U.S. students perform relatively well in mathematics at the lower grades compared to their peers in other countries—though the data suggest that their performance may not be keeping pace with that of their peers—and are showing improvement in the middle school years (based on TIMSS data). However, when older U.S. students are asked to apply what they have learned in mathematics, they demonstrate less ability than most of their peers in other highly industrialized countries (based on PISA data). In science, U.S. students also perform

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Table 9. Average PISA science literacy scores of 15-year-olds, by country: 2003

Country	Average score
OECD average	500
OECD countries	
Finland	548
Japan	548
Korea, Republic of	538
Australia	525
Netherlands	524
Czech Republic	523
New Zealand	521
Canada	519
Switzerland	513
France	511
Belgium	509
Sweden	506
Ireland	505
Hungary	503
Germany	502
Poland	498
Slovak Republic	495
Iceland	495
United States	**491**
Austria	491
Spain	487
Italy	487
Norway	484
Luxembourg	483
Greece	481
Denmark	475
Portugal	468
Turkey	434
Mexico	405
Non-OECD countries	
Hong Kong-China	540
Liechtenstein	525
Macao-China	525
Russian Federation	489
Latvia	489
Uruguay	438
Serbia and Montenegro	436
Thailand	429
Indonesia	395
Tunisia	385

■ Average is higher than the U.S. average.
□ Average is not measurably different from the U.S. average.
■ Average is lower than the U.S. average.

NOTE: The test for significance between the United States and the Organization for Economic Cooperation and Development (OECD) average was adjusted to account for the contribution of the U.S. average to the OECD average. Because PISA is principally an OECD study, the results for non-OECD countries are displayed separately from those for the OECD countries and are not included in the OECD average. Due to low response rates, data for the United Kingdom are not included. Participants were scored on a 1,000-point scale. The international standard deviation is 100 points.
SOURCE: Lemke, M., Sen, A., Pahlke, E., Partelow, L., Miller, D., Williams, T., Kastberg, D., and Jocelyn, L. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results from the U.S. Perspective* (NCES 2005-003), table B-17. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

relatively well at the lower grades compared with their peers in other countries—though, again, the data suggest that their performance may not be keeping pace with their peers—and are showing improvement in the middle school years (based on TIMSS data). This progress, though, may not carry over to tasks that are embedded in a real-life context: when asked to apply scientific skills, U.S. 15-year-olds performed worse than about half of their international peers (based on PISA data). Data on the literacy and numeracy skills of U.S. adults in comparison with their peers from other countries are fairly limited, but suggest that the skills of U.S. adults do not compare favorably (based on ALL data).

Future data collections for TIMSS, PIRLS, and PISA will provide additional opportunities to compare the performance of U.S. students in mathematics, science, and reading to international benchmarks.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

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Table 10. U.S. performance on international assessments of mathematics, science, and reading relative to other countries

Subject and grade or age	Number of countries[1]	Number of countries with average score relative to the United States: Significantly higher	Not significantly different	Significantly lower
Reading				
4th-graders (2001)	34	3	8	23
15-year-olds (2000)	30	3	20	7
Mathematics				
4th-graders (2003)	24	11	0	13
8th-graders (2003)	44	9	10	25
15-year-olds (2003)	38	23	4	11
Science				
4th-graders (2003)	24	3	5	16
8th-graders (2003)	44	7	5	32
15-year-olds (2003)	38	18	9	11
Adult literacy				
Ages 16–65 (2003)	5	4	0	1
Adult numeracy				
Ages 16–65 (2003)	5	4	0	1

[1] Includes those countries with approved data appearing in reports. Total excludes the United States.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2001; Trends in International Mathematics and Science Study (TIMSS), 2003; Statistics Canada and Organization for Economic Cooperation and Development (OECD), Adult Literacy and Lifeskills Survey (ALL), 2003; OECD, Program for International Student Assessment (PISA), 2003, previously unpublished tabulation (October 2005).

Notes

[1] PISA assesses each subject every 3 years. However, each assessment cycle focuses on one particular subject. In 2000, the focus was on reading literacy; in 2003, the focus was on mathematics literacy; in 2006, PISA will focus on science literacy.

[2] The international results may differ from trends reported in the National Assessment of Educational Progress (NAEP) and other national assessments. For further discussion of the differences between NAEP and the international student assessments, see http://nces.ed.gov/TIMSS/pdf/naep_timss_pisa_comp.pdf.

[3] The international average reported for PISA is based on results only from the OECD-member countries. Because PISA is primarily an OECD study, results for non-OECD-member countries are displayed separately from those of OECD countries and are not included in the OECD average.

[4] The international average reported for PISA is based on results only from the OECD-member countries. Because PISA is primarily an OECD study, results for non-OECD-member countries are displayed separately from those of OECD countries and are not included in the OECD average.

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For more information, visit the following websites:

TIMSS: http://nces.ed.gov/timss or http://www.timss.org

PIRLS: http://nces.ed.gov/surveys/pirls or http://www.pirls.org

PISA: http://nces.ed.gov/surveys/pisa or http://www.pisa.oecd.org

ALL: http://nces.ed.gov/surveys/all

International Comparisons: http://nces.ed.gov/surveys/international

Section 1

Participation in Education

Contents

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—2006 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

Introduction: Participation in Education

The indicators in this section of *The Condition of Education* report trends in enrollments across all levels of education. There are 14 indicators in this section: 11, prepared for this year's volume, appear on the following pages, and all 14, 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 enrollment rates 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 education.

The indicator in the first subsection compares rates of enrollment in formal education programs across age groups in the population. Looking at trends over time in the enrollment rates of individuals provides a perspective on how the role of education changes during the course of individuals' 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. 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 in most states until age 16, 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. Adult education includes formal education activities in which adults participate to upgrade their work-related skills, to change careers, or to expand personal interests.

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, one indicator that appears in this volume shows the number and prevalence of children with disabilities, and a second indicator 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.

All Ages

Enrollment Trends by Age

Between 1970 and 2004, the enrollment rate increased among those ages 18–34, when individuals typically enroll in postsecondary education. During this period, the overall school enrollment rate of those ages 18–19 increased from 48 to 64 percent.

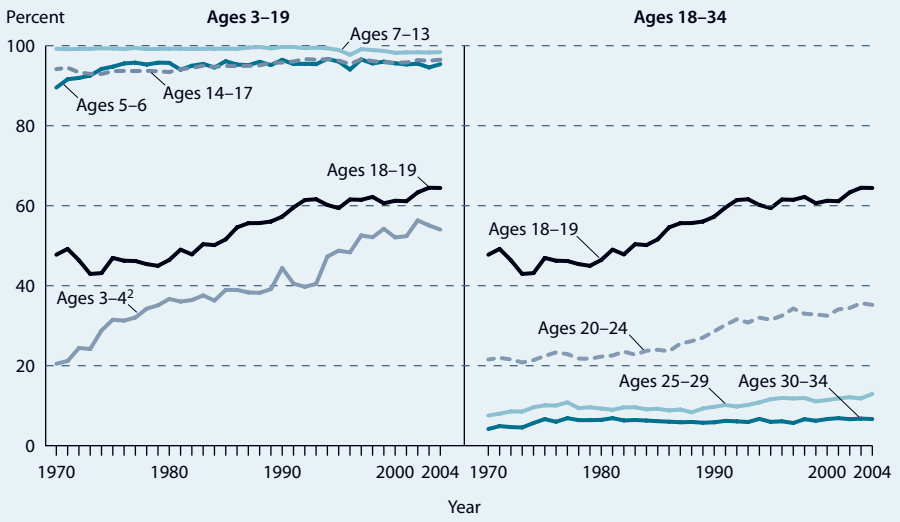
Enrollment can change due to fluctuations in population size or shifts in enrollment rates. This indicator looks at the enrollment rates of individuals ages 3–34 to identify changes in the enrollment behavior of the population, which may reflect changes in the perceived value or cost of education, or the time taken to complete degrees.

Between 1970 and 2004, the enrollment rate of children ages 3–4, who are typically in nursery school, increased from 20 to 54 percent. Although some of this increase may be due to changes in the method of collecting these data in 1994, the rate of nursery school attendance had already doubled before this change (see supplemental table 1-1). The enrollment rate of children ages 5–6, who are typically enrolled in kindergarten or 1st grade, increased from 90 percent in 1970 to 96 percent in 1977 and has remained about the same since. This high enrollment rate is notable because kindergarten is not required in many states.[1] Youth ages 7–13 are required to enroll in elementary or secondary education by state law; thus their enrollment rate has been very high (between 98 and 99 percent) over the past three decades. The maximum compulsory age of school attendance varies by state between ages 16 and 18 and that may contribute to the lower enrollment rates for 14- to 17-year-olds (between 93 and 97 percent) compared with the rates for 7- to 13-year-olds (Education Commission of the States 2005a).

Youth ages 18–19 are typically moving from secondary to either postsecondary education or into the workforce. Between 1970 and 2004, the enrollment rate for these youth increased at the elementary/secondary level (from 10 to 17 percent) and at the postsecondary level (from 37 to 48 percent), bringing up the overall enrollment rate of youth ages 18–19 from 48 to 64 percent.

Adults ages 20–34 who are enrolled in school are usually enrolled in postsecondary education. Between 1970 and 2004, the enrollment rate of adults ages 20–24 increased from 22 to 35 percent. Within this age group, the enrollment rate of adults ages 20–21 increased from 32 to 49 percent, and the enrollment rate of those ages 22–24 increased from 15 to 26 percent. Among older adults, the enrollment rate increased from 8 to 13 percent for those ages 25–29 and from 4 to 7 percent for those ages 30–34.

ENROLLMENT RATES: Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2004



[1] As of April 2005, there were 36 states or jurisdictions that did not mandate kindergarten attendance (Education Commission of the States 2005b).

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics. (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 7. Data from U.S. Department of Commerce, U.S. Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2004.

FOR MORE INFORMATION:

Supplemental Note 2

Supplemental Table 1-1

Education Commission of the States 2005a, 2005b

Preprimary Education

Enrollment in Early Childhood Education Programs

The percentage of children ages 3–5 who attended center-based early childhood care and education programs rose from 53 percent in 1991 to 60 percent in 1999 and then decreased to 57 percent in 2005.

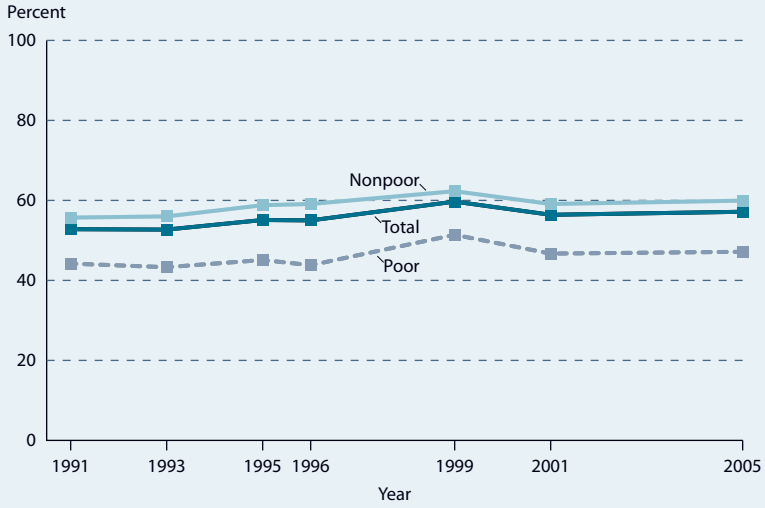
Center-based early childhood care and education programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs. The percentage of prekindergarten children ages 3–5 who attended center-based programs increased from 53 percent in 1991 to 60 percent in 1999, before decreasing to 57 percent in 2005 (see supplemental table 2-1).

Some groups of young children had higher rates of participation in center-based programs than others during this period. For example, in each of the years observed, a greater percentage of nonpoor children ages 3–5 participated in center-based programs than poor children. The difference in rates of participation between children from poor and nonpoor families was 13 percentage points in 2005 (47 vs. 60 percent).

In addition, for all years observed, a greater percentage of Black and White children than Hispanic children participated in center-based programs. In 2005, 66 percent of Black children and 59 percent of White children participated in such programs, compared with 43 percent of Hispanic children. White and Hispanic nonpoor children were more likely than their poor peers to participate in center-based programs in 2005, while no measurable difference was found between poor and nonpoor Black children.

Differences were also found by the child's age, mother's education, and mother's employment. In 2005, enrollment rates in center-based programs were higher for older children (ages 4 and 5) than for children age 3. About 70 percent of children ages 4 and 5 attended such programs, compared with 43 percent of children age 3. For all years observed, a greater percentage of children whose mothers had a bachelor's or higher degree participated in center-based programs than children whose mothers had less than a high school diploma. Furthermore, for all years observed, a greater percentage of children with mothers who worked (either full time or part time) were enrolled in center-based programs than children with mothers who were not in the labor force.

PREPRIMARY ENROLLMENT: Percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by poverty status: Various years, 1991–2005



NOTE: Estimates are based on children who have not yet entered kindergarten. Center-based programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs. "Poor" is defined to include those families below the poverty threshold; "nonpoor" is defined to include those families whose incomes are at or above the poverty threshold. See *supplemental note 1* for more information on poverty.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Early Childhood Program Participation Survey of the 1995 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, Early Childhood Program Participation Survey of the 2001 NHES, and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Table 2-1
NCES 2006-039

Elementary/Secondary Education

Past and Projected Elementary and Secondary Public School Enrollments

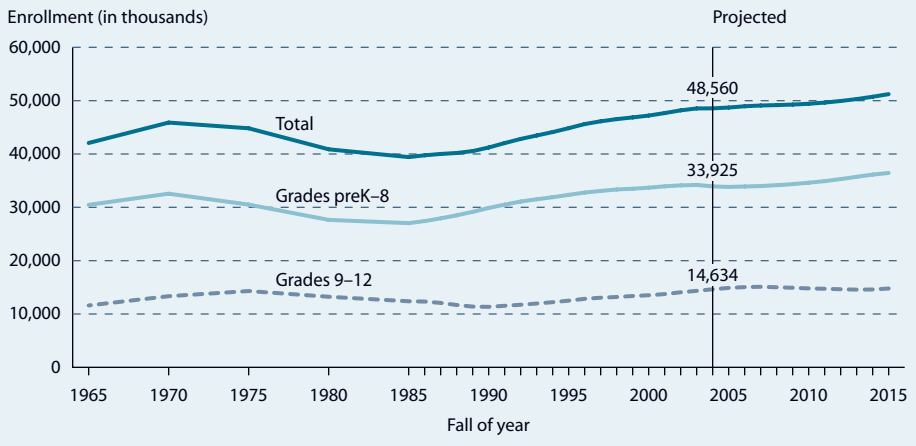
Public elementary and secondary enrollment is projected to increase to 51 million in 2015. The South is projected to experience the largest increase in enrollment.

This indicator looks at the trends in public school enrollment, which have been increasing due to 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).

After declining during the 1970s and early 1980s to 39.4 million in 1985, public school enrollment in grades prekindergarten (preK) through 12 increased in the latter part of the 1980s, throughout the 1990s, and through the early 2000s and is projected to reach an estimated 48.7 million in 2005 (see supplemental table 3-1). Total public school enrollment is projected to increase each year from 2006 to an all-time high of approximately 51.2 million in 2015. 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 33.8 million in 2005 and then to increase, reaching 36.4 million in 2015. Enrollment in grades 9–12 is projected to increase to a high of 15.1 million in 2007 and then to decrease to 14.8 million in 2015.

Examining enrollment trends by region reveals that since 1965 the South has had the largest share of the total public enrollment in the United States. The regional distribution of students in public schools, however, has not remained static: both the West and South have increased their shares of the total U.S. enrollment. Between 1965 and 2005, the proportion of public elementary and secondary enrollment in the South rose from 33 percent to a projected 37 percent, while the share of enrollment in the West rose from 18 percent to a projected 24 percent. In contrast, the share of enrollment in the Midwest fell from 28 percent to a projected 22 percent, and the share of national enrollment in the Northeast fell from 21 percent to a projected 17 percent. Between 2005 and 2015, the number of public school students enrolled in grades preK–12 is expected to continue decreasing in the Northeast and Midwest and to continue increasing in the South and West.

SCHOOL ENROLLMENT: Public elementary and secondary school enrollment in prekindergarten through grade 12, by grade level, with projections: Various years, fall 1965–2015



NOTE: Includes kindergarten and most prekindergarten enrollment. Data for years 2001 and 2002 were revised and may differ from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2005-030), tables 37 and 40; Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), table 1; Snyder, T., and Hoffman, C.M. (1995). *State Comparisons of Education Statistics: 1969–70 to 1993–94* (NCES 95-122), tables 10, 11, and 12; and table ESE65, retrieved January 10, 2006, from http://nces.ed.gov/surveys/AnnualReports/reports.asp?type=historicalTables. Data from U.S. Department of Education, NCES, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 to 2003–04 and *Statistics of Public Elementary and Secondary School Systems*, various years, 1965–66 to 1985–86.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Table 3-1

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 through 2001–02 and then declined in 2003–04, while the percentage fluctuated at around 10 percent.

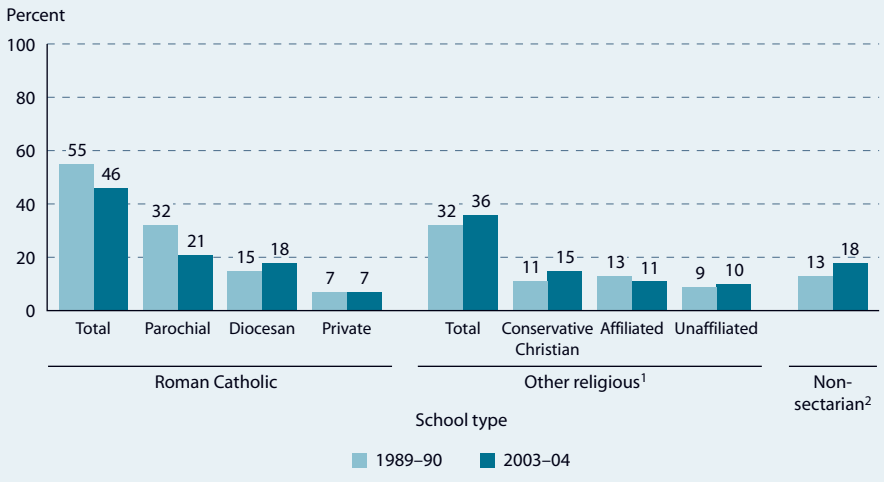
Between 1989–90 and 2001–02, private school enrollment in kindergarten through grade 12 increased from 4.8 million to 5.3 million students. By 2003–04, enrollment had declined to 5.1 million students (see supplemental table 4-1).

The distribution of students across different types of private schools also changed between 1989–90 and 2003–04. Although Roman Catholic schools continue to have the largest share of total private school enrollment, the percentage decreased from 55 to 46 percent because of the decline in the percentage of students enrolled in parochial schools (i.e., run by a parish, not by a diocese or independently). On the other hand, the percentage of students enrolled in Conservative Christian schools increased from 11 to 15 percent. In addition, there was an increase in the percentage of students enrolled in nonsectarian private schools, from 13 to 18 percent. This change in distribution from Roman Catholic to other religious and nonsectarian private schools occurred at both the elementary and secondary levels.

Overall, while the number of students enrolled in private schools was higher in 2003–04 than in 1989–90, the percentage of all students attending private schools remained around 10 percent (see supplemental table 4-2). Private school students as a percentage of all students differed by region of the country. In 2003–04, private school enrollment accounted for 13 percent of the total Northeast enrollment, higher than the percentage for the Midwest (11 percent), the South (9 percent), and the West (8 percent).

The student composition of private schools differed from that of public schools and varied, among private schools, by community type. In 2003–04, a greater proportion of students enrolled in private schools than in public schools were White (76 vs. 58 percent), and a smaller proportion were Black (9 vs. 16 percent) and Hispanic (9 vs. 19 percent) (see supplemental table 4-3 and *indicator 5*). In addition, the distribution of students in private schools differed by community type. Within central cities, 31 percent of private school students enrolled were minority students, compared with 20 percent within urban fringe/large towns and 11 percent within rural communities.

PRIVATE SCHOOL ENROLLMENT: Percentage distribution of private school students in kindergarten through grade 12, by school type: 1989–90 and 2003–04



[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 12 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, Islamic School League of America, 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 Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), table 7 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

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

Elementary/Secondary Education

Racial/Ethnic Distribution of Public School Students

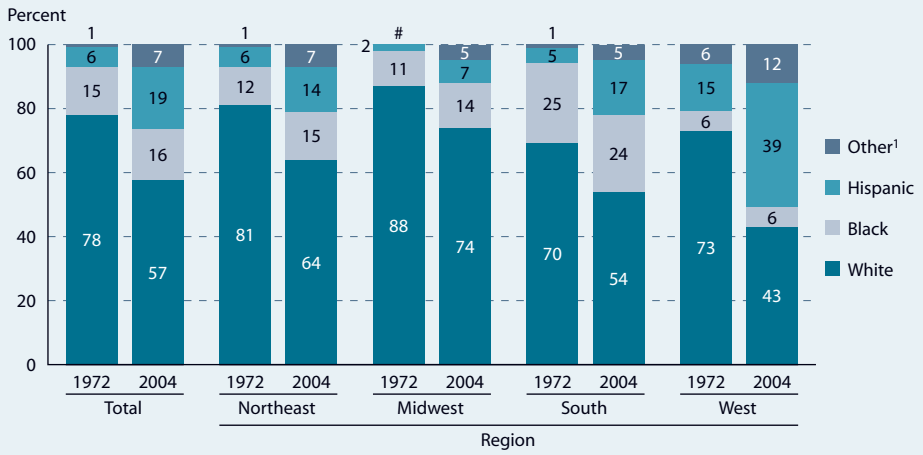
The percentage of racial/ethnic minority students enrolled in the nation's public schools increased between 1972 and 2004, primarily due to growth in Hispanic enrollments.

The shifting 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 that occurred in the racial and ethnic distribution of public school students in kindergarten through 12th grade between 1972 and 2004.

Forty-three percent of public school students were considered to be part of a racial or ethnic minority group in 2004, an increase from 22 percent in 1972 (see supplemental table 5-1). In comparison, the percentage of public school students who were White decreased from 78 to 57 percent. The minority increase was largely due to the growth in the proportion of students who were Hispanic. In 2004, 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 2004, compared with 15 percent in 1972. Hispanic enrollment surpassed Black enrollment for the first time in 2002. Asian/Pacific Islander (4 percent) and Other minority groups (3 percent) made up 7 percent of public school enrollment in 2004, compared with 1 percent combined in 1972.

The distribution of minority students in public schools differed across regions of the country, though minority enrollment grew in all regions between 1972 and 2004 (see supplemental table 5-2). 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. In the West, beginning in 2003, minority enrollment exceeded White enrollment. In 2004, minority students accounted for 57 percent of public school enrollment in the West, compared with 43 percent for White students. Also, the number of Hispanic students exceeded the number of Black students in the West. In the South and Midwest, Black enrollment exceeded that of Hispanics. No measurable difference was found between Black and Hispanic enrollment in the Northeast in 2004. Asian/Pacific Islander students were a larger percentage of total public school enrollment in the West (8 percent) than in the Northeast (5 percent) in 2004, followed by the Midwest and South (2 percent each).

MINORITY ENROLLMENT: Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Fall 1972 and 2004



Rounds to zero.

[1] Includes Asians/Pacific Islanders.

NOTE: Detail may not sum to totals because of rounding. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Includes all public school students enrolled in kindergarten through 12th grade. Starting in 2003, the categories for race were changed on the Current Population Survey (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. In 2004, some 2.4 percent of public school students were more than one race. See *supplemental note 2* for more information on the CPS.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972 and 2004, previously unpublished tabulation (September 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 2

Supplemental Tables 5-1, 5-2

Elementary/Secondary Education

Concentration of Enrollment by Race/Ethnicity and Poverty

A larger percentage of Black, Hispanic, and American Indian 4th-graders than Asian/Pacific Islander and White 4th-graders attended high-poverty schools.

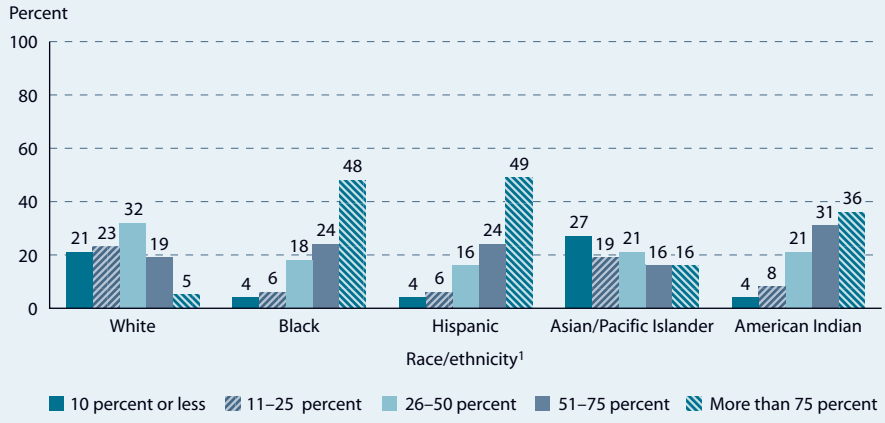
Eligibility for the free or reduced-price school lunch program provides a proxy measure of family poverty status. Overall, 41 percent of all 4th-graders were eligible for the program in 2005, but percentages differed by race/ethnicity. Larger percentages of Black (70 percent), Hispanic (73 percent), and American Indian (65 percent) students were eligible for the program than White (24 percent) and Asian/Pacific Islander (33 percent) students (see supplemental table 6-1).

Larger percentages of Black, Hispanic, and American Indian students attended high-poverty schools than White or Asian/Pacific Islander students. For example, 48 percent of Black, 49 percent of Hispanic, and 36 percent of American Indian students were enrolled in schools with the highest measure of poverty (schools with more than 75 percent of students eligible for free or reduced-price lunch), compared with 5 percent of White and 16 percent of Asian/Pacific Islander 4th-graders.

A similar pattern existed when accounting for the school's location. In 2005, in central cities, urban fringe, and rural areas, higher percentages of Black, Hispanic, and American Indian 4th-graders than their peers in other racial/ethnic groups were eligible for the school lunch program. In addition, a larger percentage of Black, Hispanic, and American Indian students in urban fringe and rural areas and Black and Hispanic students in central cities attended the highest poverty schools than did students of other race/ethnicities.

In addition to attending schools with the largest concentrations of students from poor families, Black and Hispanic 4th-graders were more likely to attend schools with high minority enrollments than White, Asian/Pacific Islander, or American Indian 4th-graders (see supplemental table 6-2). The majority of Black (51 percent) and Hispanic (56 percent) 4th-graders attended schools in which 75 percent or more of the students were minorities, compared with 3 percent of White, 31 percent of Asian/Pacific Islander, and 36 percent of American Indian 4th-graders.

RACE/ETHNICITY AND POVERTY: Percentage distribution of 4th-graders by their race/ethnicity and the percentage of students in the school eligible for a free or reduced-price lunch: 2005



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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables 6-1, 6-2

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 2004.

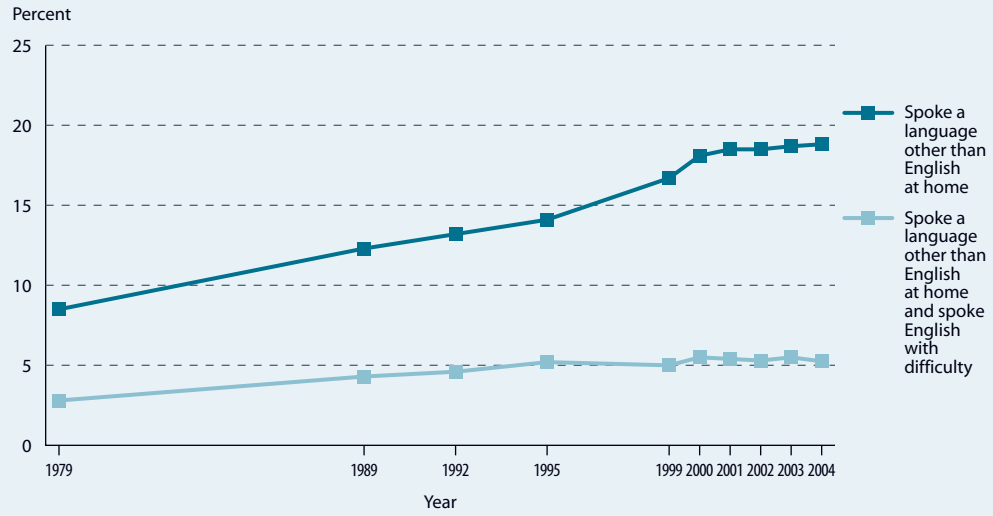
Between 1979 and 2004, the number of school-age children (ages 5–17) who spoke a language other than English at home increased from 3.8 to 9.9 million, or from 9 to 19 percent of all children in this age group (see supplemental table 7-1). The number of school-age children who spoke English with difficulty also increased, from 1.3 million (or 3 percent of all 5- to 17-year-olds) to 2.8 million (or 5 percent) over the same time period. However, of those who spoke a language other than English at home, the percentage who spoke English with difficulty decreased, from 34 to 28 percent.

There was an 18 percent increase in the number of school-age children between 1979 and 2004. In contrast, during this period, the number of such children who spoke a language other than English at home increased by 162 percent, and the number who spoke a language other than English at home and who spoke English with difficulty increased by 114 percent.

Spanish was the language most frequently spoken at home by both those who spoke a language other than English at home and by those who spoke English with difficulty (see supplemental table 7-2). In 2004, of those who spoke Spanish at home, a higher percentage of 5- to 9-year-olds (37 percent) than 10- to 17-year-olds (24 percent) spoke English with difficulty.

The percentages of school-age children living in non-English-speaking households varied by race/ethnicity, citizenship, and poverty status in 2004. Five percent of both Black and White school-age children spoke a language other than English at home, compared with 14 percent of American Indian, 63 percent of Asian, and 67 percent of Hispanic school-age children. The percentage of non-U.S. citizens who spoke a language other than English at home (89 percent) was higher than the percentages of naturalized U.S. citizens (62 percent) and U.S.-born citizens (15 percent) who did so. There were no measurable differences between the percentages of poor and near-poor 5- to 17-year-olds whose primary language at home was other than English (28 and 27 percent, respectively), and the percentages of each group were higher than the percentage of nonpoor school-age children (13 percent).

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, 1979–2004



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 child 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. "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement and American Community Survey (ACS), 2000–04, previously unpublished tabulations (November 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 2, 3

Supplemental Tables 7-1, 7-2

NCES 2004-009

Federal Interagency Forum on Child and Family Statistics 2005

Elementary/Secondary Education

Children With Disabilities in Public Schools

The number and percentage of school-age children receiving special education services have grown steadily since 1976–77, especially among children with a diagnosed, specific learning disability.

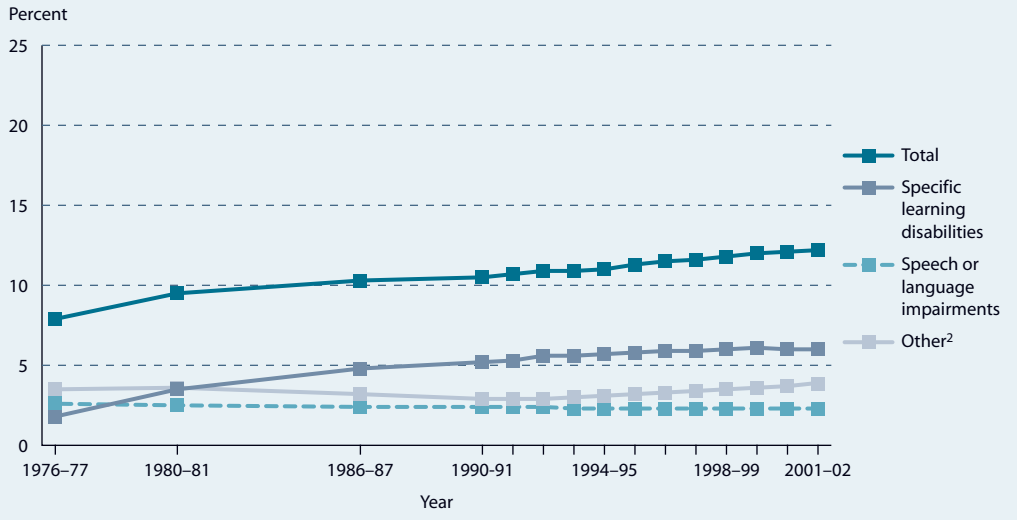
The Individuals with Disabilities Education Act (IDEA), enacted in 1975, mandates that youth with disabilities are provided a free and appropriate public school education. In 1990, IDEA was expanded to require services for children under age 3. Data collection activities to monitor compliance with IDEA began in 1976.

Since the inception of IDEA, the number and percentage of youth ages 3–21 enrolled in public schools who receive special education services have steadily increased (see supplemental table 8-1). In 1976–77, some 3.7 million youth were served under IDEA, and these youth made up 8 percent of total public school enrollment. By 2003–04, some 6.6 million youth received IDEA services, corresponding to 14 percent of total public school enrollment. Among these students served, 2 percent were American Indian/Alaska Native, 2 percent were Asian/Pacific Islander, 20 percent were Black, 16 percent were Hispanic, and 61 percent were White (U.S. Department of Education 2005).

Growth in service receipt occurred from 1976 through 2002[1] among all age groups (see supplemental table 8-2). In 1976–77, some 0.4 percent of children ages 3–5 enrolled in early education programs received services through IDEA, compared with 1.3 percent in 2001–02. The percentage of public school students ages 6–21 receiving services increased from 8 to 12 percent during this period. Early intervention services for infants and toddlers (under age 3) were authorized in 1990. Service receipt increased from 0.1 percent of infants and toddlers in 1991 to 0.5 percent in 2002.

Among school-age youth (ages 6–21), specific learning disabilities were the most prevalent disability and had the largest increase in service receipt. From 1976–77 through 2001–02, the percentage of students (ages 6–21) receiving special education services for a specific learning disability increased threefold (from 2 to 6 percent). In contrast, the percentage of school-age students receiving special education services for speech or language impairments, the second most prevalent disability, remained fairly constant during this period (from 2.6 to 2.3 percent).

STUDENTS WITH DISABILITIES: Percentage of students ages 6–21 in public schools receiving services under the Individuals with Disabilities Education Act (IDEA), by primary disability type: Selected years, 1976–77 through 2001–02



[1] Detailed enrollment data by age group are not yet available beyond 2001–02.

[2] Other includes mental retardation, emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, autism, traumatic brain injury, and developmental delay.

NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth diagnosed by a medical professional as having a disability that adversely affects their academic performance. The total is the percentage of youth receiving special education services through IDEA who are enrolled in public schools in the 50 states, the District of Columbia, and in Bureau of Indian Affairs schools. See *supplemental note 8* for more information about student disabilities. American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP). (2005). *25th Annual (2003) Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, vols. 1 and 2, table 53. Data from U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2004, previously unpublished tabulation (December 2005).

FOR MORE INFORMATION:

Supplemental Note 8

Supplemental Tables 8-1, 8-2

U.S. Department of Education 2005

Undergraduate Education

Past and Projected Undergraduate Enrollments

Women's enrollment has increased at a faster rate than men's since 1970, and this trend is expected to continue through 2015.

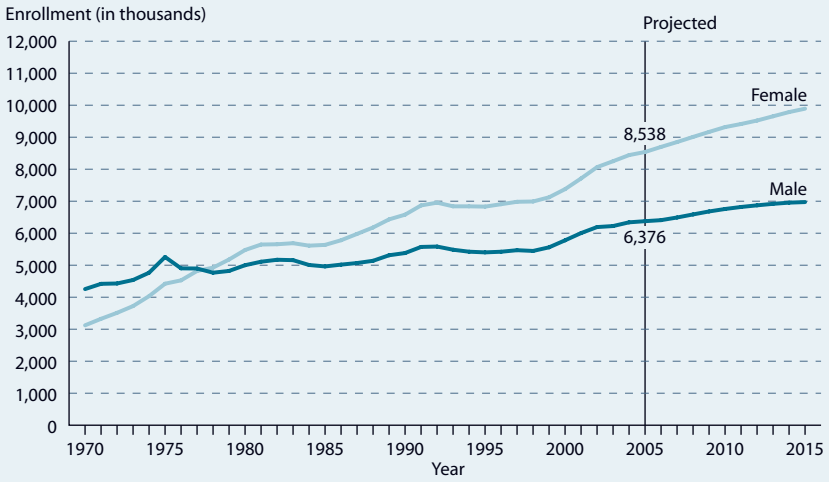
Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased over the past three and a half decades. Enrollments are projected to continue increasing through 2015, albeit at a slower rate than in the past 10 years. These increases have been accompanied by changes in the proportions of students who are female, students who attend full time, and students who attend 4-year institutions (see supplemental table 9-1). 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 2006 through 2015.

Since 1970, women's undergraduate enrollment has increased more than twice as fast as men's and surpassed men's enrollment in 1978. From 2006 to 2015, both men's and women's undergraduate enrollments are projected to increase, but at a slower rate than in the past 10 years. Women's undergraduate enrollment 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 fast as full-time undergraduate enrollment. During the 1980s, growth slowed for both groups, while in the past 10 years full-time enrollment has grown four times as fast as part-time enrollment. Full-time undergraduate enrollment is expected to continue growing more rapidly than part-time enrollment through 2015.

Over the past 35 years, undergraduate enrollment has been larger in 4-year institutions than in 2-year institutions. After rapid expansion in the 1970s, the enrollment growth rate in 2-year institutions slowed in the 1980s and 1990s, before increasing in the past 6 years. Aside from a slowdown in the early 1990s, enrollment has grown fairly steadily at 4-year institutions since 1970. Through 2015, 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 1970–2015



NOTE: Projections are based on data through 2004 and middle alternative assumptions concerning the economy. For more information, see NCES 2006-084. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2001-083, appendix E. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 9* for more information about the classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 176 and 189 and Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), table 19. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970–1985, and 1986–2005 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99) and Spring 2001 through Spring 2005.

FOR MORE INFORMATION:

Supplemental Notes 3, 9

Supplemental Table 9-1

Graduate and Professional Education

Trends in Graduate/First-Professional Enrollments

Enrollment in graduate and first-professional programs increased from 1976 to 2004. Female enrollment experienced a larger increase than male enrollment during this time for both types of programs.

Since 1976, graduate and first-professional enrollments in degree-granting institutions have increased, and the percentage distributions of these enrollments by sex, race/ethnicity, and enrollment status have changed considerably.

Between 1976 and 2004, enrollment in graduate programs increased 62 percent (from 1.3 to 2.2 million), while enrollment in first-professional programs increased 37 percent (from 244,000 to 335,000). Enrollments in both graduate and first-professional programs are projected to continue increasing, with graduate enrollment expected to reach 2.6 million and first-professional enrollment to reach 437,000 by 2015 (see supplemental table 10-1).

Enrollment trends differ by sex in graduate and first-professional programs. In 1976, more men than women attended both programs. Since then, female enrollment in graduate programs has increased 106 percent (from 619,000 to 1.3 million), while male enrollment has increased 23 percent (from 714,000 to 879,000). Females represented 46 percent of total graduate enrollment in 1976, some 50 percent in 1984, and 59 percent in 2004. Between 1976 and 2004, female enrollment in first-professional programs increased 205 percent (from 54,000 to 166,000), while male enrollment decreased 11 percent (from 190,000 to 168,000). In 1976, females represented 22 percent of total first-professional enrollment, compared with 50 percent in 2004.

Minorities experienced gains in enrollment between 1976 and 2004. Minority enrollment in graduate programs increased 254 percent (from 134,000 to 475,000), while White enrollment increased 27 percent (from 1.1 to 1.4 million). Enrollments among Hispanics and Asians/Pacific Islanders have seen the greatest growth. In 1976, minorities represented 10 percent of total graduate enrollment, compared with 22 percent in 2004 (see supplemental table 10-2). Minority enrollment in first-professional programs grew by 319 percent (from 21,000 to 88,000), compared with an 8 percent growth in White enrollment (from 220,000 to 238,000).

Since 1976, the majority of graduate students have been enrolled part time. In 1976, some 65 percent were part time, about half (53 percent) were part time in 2004, and 49 percent are projected to be part time in 2015. Since 1976, most first-professional students have been enrolled full time.

GRADUATE/FIRST-PROFESSIONAL ENROLLMENT: Graduate and first-professional enrollment in degree-granting institutions in 1976 and 2004 and percentage increase between the two years, by sex, race/ethnicity, and attendance status

[Enrollment in thousands]

	Graduate enrollment			First-professional enrollment		
	1976	2004	Percent change	1976	2004	Percent change
Total	**1,333**	**2,157**	**61.8**	**244**	**335**	**36.9**
Sex						
Male	714	879	23.1	190	168	-11.3
Female	619	1,278	106.5	54	166	204.9
Race/ethnicity[1]						
White	1,116	1,413	26.7	220	238	8.3
Total minority	134	475	253.5	21	88	318.6
Black	78	220	180.7	11	26	131.3
Hispanic	26	126	377.3	5	17	273.0
Asian/Pacific Islander	25	116	372.8	4	43	953.4
American Indian	5	13	161.9	1	2	90.8
Nonresident alien	72	268	270.3	3	8	168.1
Attendance status						
Full-time	463	1,024	121.2	220	302	37.0
Part-time	870	1,133	30.2	24	33	36.5

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

NOTE: Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other published tables. Detail may not sum to totals because of rounding. See glossary for definitions of minority and first-professional degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 187, 188, and 206. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1976, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," Spring 2005.

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 9

Supplemental Tables 10-1, 10-2

Adult Learning

Participation in Adult Education

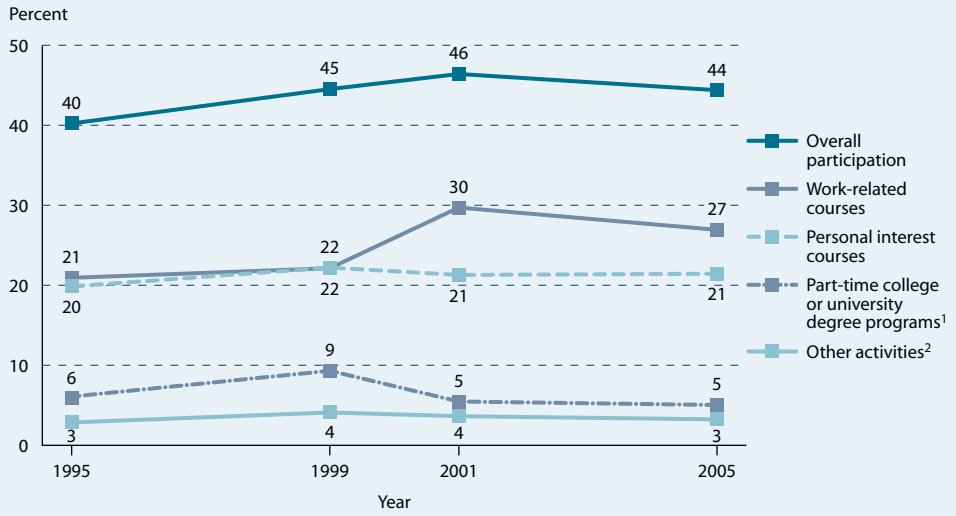
The percentage of the population age 16 or older participating in adult education increased from 1995 to 2001 and then declined in 2005. Work-related courses and personal interest courses were the most popular forms of adult education in 2005.

Adult education activities are formal activities including basic skills training, apprenticeships, work-related courses, personal interest courses, English as a Second Language (ESL) classes, and part-time college or university degree programs.[1] This indicator examines the participation rates in adult education activities of individuals age 16 or older.

Overall participation in adult education among individuals age 16 or older increased from 40 percent in 1995 to 46 percent in 2001 and then declined to 44 percent in 2005 (see supplemental table 11-1). In 2005, among the various types of adult education activities, individuals age 16 or older participated most in work-related courses (27 percent), followed by personal interest courses (21 percent), part-time college or university degree programs (5 percent), and other activities (3 percent).

Participation rates varied by sex, age, race/ethnicity, employment/occupation, and education (see supplemental table 11-2). For example, a greater percentage of females than males participated in personal interest courses (24 vs. 18 percent) and work-related activities (29 vs. 25 percent). Individuals ages 16–24 had a higher overall participation rate in adult education activities than their counterparts age 55 or older. Blacks and Whites had higher rates of overall participation in adult education than their Hispanic peers. Among those employed in the past 12 months, the overall participation rate in adult education was higher for those in a professional or managerial occupation (70 percent) than for those employed in service, sales, or support jobs (48 percent) or those in trade occupations (34 percent). In addition, the overall participation rate in adult education for bachelor's degree recipients or higher was greater than for those individuals who had some college or less education.

ADULT EDUCATION: Percentage of population age 16 or older who participated in adult education activities, by type of activity: Selected years, 1995–2005



[1] Full-time participation for all or part of the year in a college or university degree program or a vocational or technical diploma program was not counted as an adult education activity.

[2] Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 or older who are not enrolled in elementary or secondary school. There were differences in questionnaire structure, wording, and response options in the 1995, 1999, 2001, and 2005 National Household Education Surveys Program (NHES) questionnaires that could affect the measurement of course participation. The sample includes individuals who speak Spanish but not English.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 1995, 1999, and 2005 National Household Education Surveys Program (NHES) and Adult Education and Lifelong Learning Survey of the 2001 NHES, previously unpublished tabulation (November 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 11-1, 11-2

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Section 2

Learner Outcomes

Contents

Section 2: Website Contents

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 2000–2006 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. There are 23 indicators in this section: 11, prepared for this year's volume, appear on the following pages, and all 23, 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, mathematics, science, and other academic subject areas; trends over time in student achievement; and gaps in achievement. 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. Two indicators available on the Web show changes in student achievement for a cohort of children who began kindergarten in fall 1998 as they progressed through 3rd grade in 2001–02.

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 progress 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 overall reading and mathematics achievement of 4th- and 8th-graders.

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 adult literacy, civic knowledge, community volunteerism, and voting participation. Other measures are patterns of adult reading habits, communication and media use, 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.

Academic Outcomes

Reading Performance of Students in Grades 4 and 8

National average reading scores of 4th- and 8th-graders have varied little over time, though both were 2 points higher in 2005 than in 1992: the average score of 4th-graders increased to 219, and the average score of 8th-graders increased to 262.

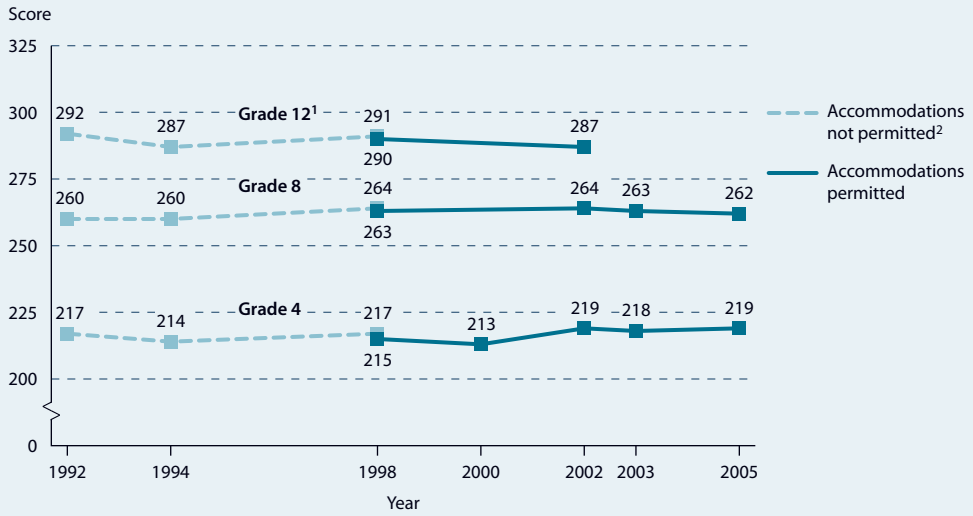
The National Assessment of Educational Progress (NAEP) has assessed the reading abilities of students in grades 4, 8, and 12 in both public and private schools since 1992.[1] Between 1992 and 2005, national average reading scores of 4th- and 8th-graders varied little, though both were 2 points higher in 2005 than in 1992 (see supplemental table 12-1). Reported on a scale of 0–500, the average score of 4th-graders increased from 217 in 1992 to 219 in 2005, while the average score of 8th-graders increased from 260 to 262.

Achievement levels (*Basic*, *Proficient*, and *Advanced*) identify what students should know and be able to do at each grade and provide another measure of student performance. The percentage of 4th-graders at or above *Proficient* (indicating solid academic achievement) increased between 1992 and 2002 (from 29 to 31 percent) and has remained steady since then (see supplemental table 12-2). Seventy-three percent of 8th-graders were at or above *Basic* (indicating partial mastery of fundamental skills), and 31 percent were at or above *Proficient* in 2005. The percentage of 8th-graders at or above *Basic* has increased since 1992, but there has been a decrease in the percentage at or above either level since 2002.

Certain subgroups outperformed others in reading in 2005. For example, females outperformed males in both grades in 2005 (as they did in 1992) even though the average score for males increased between 1992 and 2005, while the average score for females remained steady (see supplemental table 12-3). White and Asian/Pacific Islander students outperformed their Black, Hispanic, and American Indian peers in both grades. Between 1992 and 2005, the average score increased for White, Black, Hispanic, and Asian/Pacific Islander 4th-graders (ranging from 5 to 13 points) and for White, Black, and Hispanic 8th-graders (ranging from 4 to 6 points).

NAEP results also permit state-level comparisons of the abilities of 4th- and 8th-graders in public schools. Of the 42 states that participated in 1992 and 2005 at grade 4, there were increases in average reading scores in 20 states and decreases in 3 between these years (see supplemental table 12-4). In grade 8, of the 38 states that participated in 1998 and 2005, there were 3 states with higher average scores and 8 with lower average scores.

READING PERFORMANCE: Average reading scores for 4th-, 8th-, and 12th-graders: Various years, 1992–2005



[1] The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis.

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

NOTE: 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, achievement levels, and NAEP.

SOURCE: Perie, M., Grigg, W.S., and Donahue, P.L. (2005). *The Nation's Report Card: Reading 2005* (NCES 2006-451), figure 1. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

FOR MORE INFORMATION:

Supplemental Notes 1, 4

Supplemental Tables 12-1, 12-2, 12-3, 12-4

Academic Outcomes

Mathematics Performance of Students in Grades 4 and 8

The mathematics performance of 4th- and 8th-graders improved steadily from 1990 to 2005. For both grades, the average score in 2005 was higher than in all previous assessments.

The National Assessment of Educational Progress (NAEP) has assessed the mathematics abilities of students in grades 4, 8, and 12 in public and private schools since 1990.[1] In 2005, the national average mathematics scores of 4th- and 8th-graders were higher than in all previous assessments (see supplemental table 13-1). Reported on a 0–500 scale, between 1990 and 2005, the average score of 4th-graders increased 25 points, from 213 to 238, and the average score of 8th-graders increased 16 points, from 263 to 279.

The percentages of students at each achievement level (*Basic*, *Proficient*, and *Advanced*), which identifies what students should know and be able to do at each grade, were also higher in 2005 than in all previous assessments. The percentage of students at or above *Proficient* (indicating solid academic performance) increased from 13 to 36 percent during this period in grade 4 and from 15 to 30 percent in grade 8. The percentage of students at or above *Basic* (indicating partial mastery of fundamental skills) increased from 50 to 80 percent in grade 4 and from 52 to 69 percent in grade 8 (see supplemental table 13-2).

Certain subgroups of both 4th- and 8th-graders outperformed others in mathematics in 2005. For example, males outperformed females in 2005 (see supplemental table 13-3). White and Asian/Pacific Islander students had higher average scores than their Black, Hispanic, or American Indian peers in 2005. White, Black, and Hispanic scores increased between 1990 and 2005.

NAEP results also permit state-level comparisons of the abilities of 4th- and 8th-graders in public schools. The average mathematics score of all 42 states that participated in 4th grade in 1992 and 2005 increased, with increases ranging from 9 points in Maine to 28 points in North Carolina (see supplemental table 13-4). Similarly, among 8th-graders, the average score increased for all 38 states that participated in 1990 and 2005, with increases ranging from 6 points in Iowa, Montana, and North Dakota to 31 points in North Carolina.

MATHEMATICS PERFORMANCE: Average mathematics scores for 4th-, 8th-, and 12th-graders: Various years, 1990–2005

[1] The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but at the time of this analysis, these data were not available.

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

NOTE: Beginning in 2003, 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, achievement levels, and NAEP.

SOURCE: Perie, M., Grigg, W.S., and Dion, G.S. (2005). *The Nation's Report Card: Mathematics 2005* (NCES 2006-453), figure 1. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments.

FOR MORE INFORMATION:

Supplemental Notes 1, 4

Supplemental Tables 13-1, 13-2, 13-3, 13-4

Academic Outcomes

Trends in the Achievement Gaps in Reading and Mathematics

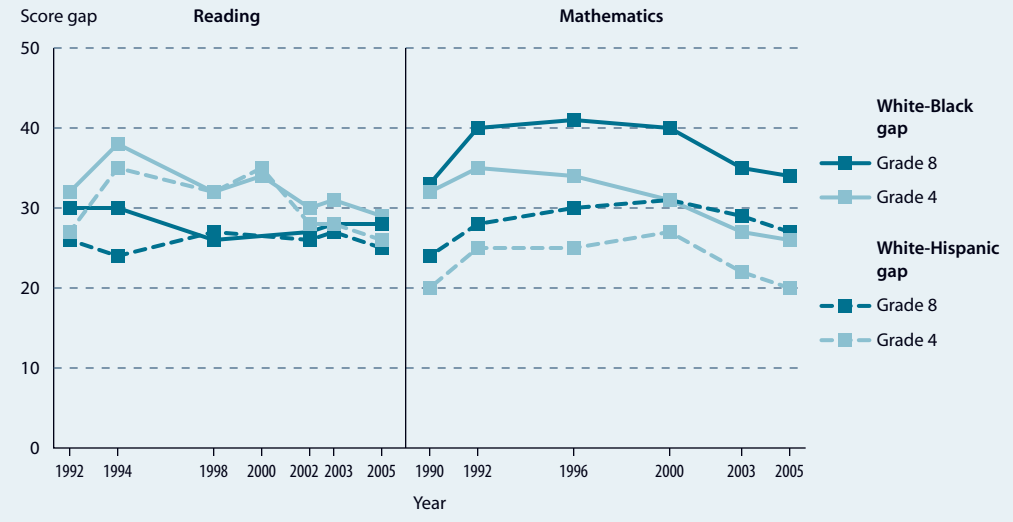
Since the early 1990s, the achievement gaps in reading and mathematics between White and Black and White and Hispanic 4th- and 8th-graders have shown little measurable change.

The National Assessment of Educational Progress (NAEP) has assessed student reading and mathematics performance since the early 1990s. NAEP thus provides a picture of the extent to which student performance in each subject has changed over time, including the achievement gaps between White and Black, between White and Hispanic, and between low- and high-achieving students.

In reading, the achievement gaps between White and Black and White and Hispanic 4th-graders have fluctuated since 1992, but the gaps in 2005 were not measurably different from those in 1992. In 2005, at the 4th-grade level, Blacks scored, on average, 29 points lower than Whites (on a 0–500 scale), and Hispanics scored, on average, 26 points lower than Whites (see supplemental table 14-1). At 8th grade, there was no measurable change in the White-Black achievement gap between 1992 and 2005, and little change in the White-Hispanic gap, though the gap decreased slightly from 2003 to 2005 (from 27 to 25 points).

In mathematics, the achievement gap between White and Black 4th-graders decreased between 1990 and 2005 (from 32 to 26 points). The White-Hispanic 4th-grade gap increased in the 1990s before decreasing in the first half of the 2000s, but the gap in 2005 (20 points) was not measurably different from that in 1990. Among 8th-graders, a similar trend existed in both the White-Black and White-Hispanic score gaps: increases occurred in the 1990s before decreasing to levels not measurably different from those in 1990. In 2005, the White-Black gap was 34 points, and the White-Hispanic gap was 27 points.

ACHIEVEMENT GAP: Differences in White-Black and White-Hispanic 4th- and 8th-grade average reading and mathematics scores: Various years, 1990–2005



NOTE: National Assessment of Educational Progress (NAEP) scores are calculated on a 0–500 scale. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. The score gap is determined by subtracting the average Black and Hispanic score, respectively, from the average White score. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990–94. Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Reading and Mathematics Assessments, previously unpublished tabulation (December 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 4

Supplemental Tables 14-1

NCES 2006-451

NCES 2006-453

Academic Outcomes

Poverty and Student Mathematics Achievement

The mathematics performance of 4th-graders in high-poverty public schools was lower than that of their peers in low-poverty public schools.

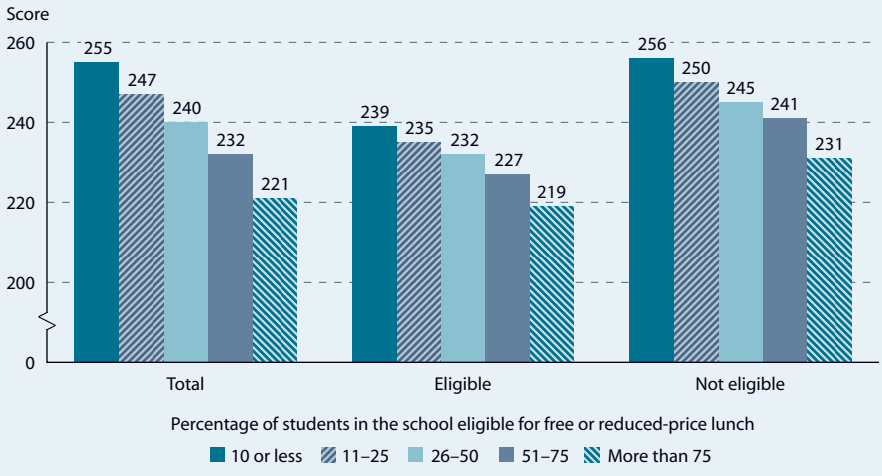
The National Assessment of Educational Progress (NAEP) collects background information on students, teachers, and schools, permitting analysis of student achievement relative to the poverty level of public schools, measured as the percentage of students eligible for free or reduced-price lunch through the National School Lunch program. In 2005, the average score on the 4th-grade mathematics assessment decreased as the percentage of students in the school who were eligible for the school lunch program increased. For example, students in the highest poverty public schools (those with more than 75 percent of students eligible for the school lunch program) had an average score of 221, compared with an average score of 255 for students in the lowest poverty public schools (those with 10 percent or less of students eligible) (see supplemental table 15-1).

This negative relationship between average achievement in mathematics and school-level poverty occurs when the performance of students who are eligible for the school lunch program is considered separately from that of other students. For example, the achievement gap between the average scores of 4th-graders in the lowest and highest poverty schools was 20 points among those eligible for the school lunch program, and 25 points among those not eligible.

Comparing schools with different concentrations of poverty reveals that the highest poverty public schools in 2005 differed from other public schools in terms of particular student characteristics. For example, they had the lowest percentage of White students, the highest percentage of Black and Hispanic students, and the highest percentage of students who reported always speaking a language other than English at home. They also had the highest percentage of 4th-graders who were taught by a teacher with less than 5 years of teaching experience (see supplemental tables 15-1 and 15-2).

A school's poverty concentration also led to differences in terms of school characteristics. Fourth-graders in the highest poverty public schools were more likely than their peers in public schools with lower levels of poverty to have a full-time mathematics specialist and to spend the most amount of class time on mathematics (7 hours or more per week).

POVERTY AND ACHIEVEMENT: Average mathematics score of public school 4th-graders, by whether the student was eligible for free or reduced-price lunch and the percentage of students in the school eligible for free or reduced-price lunch: 2005



NOTE: Data were not available for a small number of cases (1 percent of cases for race/ethnicity and 2 percent for eligibility for free or reduced-price lunch).

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

FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables 15-1, 15-2

Academic Outcomes

Reading and Mathematics Score Trends by Age

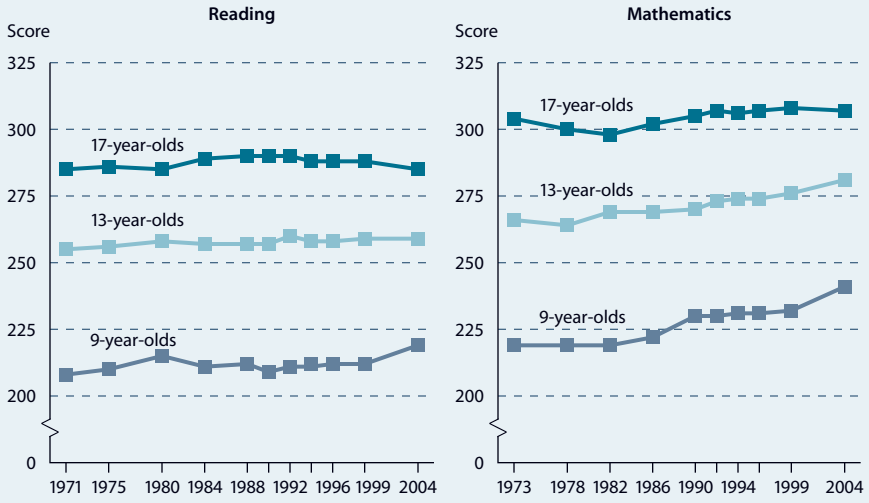
The average reading and mathematics scores on the long-term trend National Assessment of Educational Progress were higher in 2004 than in the early 1970s for 9- and 13-year-olds.

The long-term trend National Assessment of Educational Progress (NAEP) has provided information on the reading and mathematics achievement of 9-, 13-, and 17-year-olds in the United States since the early 1970s and allows one to measure progress over time. These results may differ from the main NAEP results presented in *indicators 12*, *13*, *14*, and *15* as the content of the long-term trend assessment has remained consistent over time, while the main NAEP undergoes changes periodically (see *supplemental note 4*).

NAEP long-term trend results indicate that the reading and mathematics achievement of 9- and 13-year-olds improved between the early 1970s and 2004. In reading, 9-year-olds scored higher in 2004 than in any previous assessment year, with an increase of 7 points between 1999 and 2004. The 2004 average scores for 13-year-olds were not measurably different from the 1999 average score, but still were higher than the scores in 1971 and 1975. In mathematics, the achievement of 9- and 13-year-olds in 2004 was the highest of any assessment year. The performance of 17-year-olds on the 2004 reading and mathematics assessment, however, was not measurably different from their performance on either the first reading and mathematics assessments (in 1971 and 1973, respectively) or the 1999 reading and mathematics assessments.

The performance of subgroups of students generally mirrored the overall national patterns; however, there were some notable differences. The average reading and mathematics scores of Black and Hispanic 9-year-olds in 2004 were the highest of any assessment year (see supplemental tables 16-1 and 16-2). For Black 13-year-olds, the reading and mathematics scores were higher in 2004 than the scores in the early 1970s, and the 2004 mathematics score was higher than in any previous assessment year. For Hispanic 13-year-olds, reading and mathematics scores were higher in 2004 than in any previous assessment year. In contrast to the overall national results, the average scores of Black and Hispanic 17-year-olds were higher in 2004 than in the early 1970s. Black 17-year-olds improved 25 points in reading between 1971 and 2004, and 15 points in mathematics between 1973 and 2004 on a 0–500 point scale. Hispanic 17-year-olds improved 12 points in reading between 1975 (the first year the reading achievement of Hispanics was specifically measured) and 2004, and 12 points in mathematics between 1973 and 2004.

NAEP SCORES: Average reading and mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age: Various years, 1971 through 2004



NOTE: NAEP has two distinct assessment programs: the long-term trend assessment program and the main assessment program. Data from the long-term trend program, presented in this indicator, come from subject assessments that have remained substantially the same since the early 1970s in order to measure and compare student achievement over time. In contrast, data from the main NAEP assessment program, presented in *indicators 12*, *13*, *14*, and *15*, come from subject assessments that are periodically adapted to employ the latest advances in assessment methodology and to reflect changes in educational objectives and curricula. Because the instruments and methodologies of the two assessment programs are different, it is not possible to compare long-term trend results with the main assessment results (see *supplemental note 4* for more information on the two NAEP programs). NAEP scores range from 0 to 500.

SOURCE: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-1 and 2-4. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1971–2004 Long-Term Trend Reading and Mathematics Assessments.

FOR MORE INFORMATION:

Supplemental Note 4

Supplemental Tables 16-1, 16-2

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 10 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 17-1). 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 6 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 5 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 17-2). 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 32 of the 39 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 17-3).

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 Hong Kong-China, Indonesia, Latvia, Liechtenstein, Macao-China, Russian Federation, Serbia and Montenegro, Thailand, Tunisia, and Uruguay. Participants were scored on a 1,000-point scale. The international standard deviation is 100 points. 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 *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). *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 Notes 5, 6

Supplemental Tables 17-1, 17-2, 17-3

NCES 2006-027

NCES 2006-029

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		

Academic Outcomes

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

In 2005, the average science score of students was higher than in previous assessment years at grade 4, was not measurably different at grade 8, and was lower at grade 12 than in 1996.

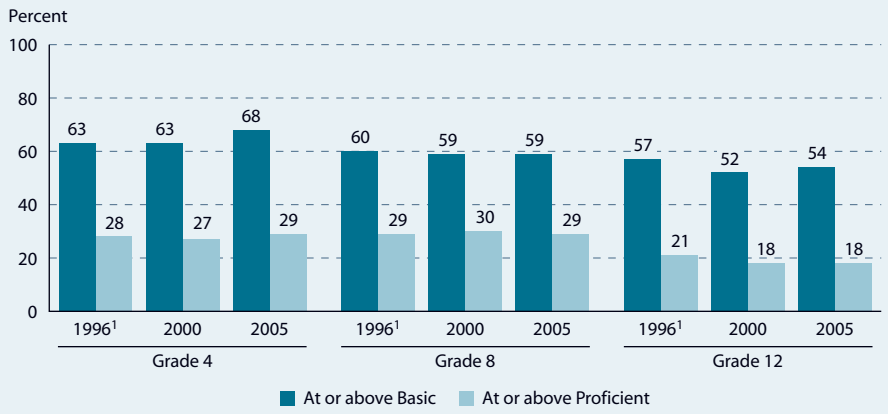
The National Assessment of Educational Progress (NAEP) has assessed the science abilities of students in grades 4, 8, and 12 in both public and private schools since 1996, using a separate 0–300 scale for each grade. Between 1996 and 2005, the national average 4th-grade science score increased from 147 to 151; there was no measurable change in the 8th-grade score; and the 12th-grade score decreased from 150 to 147 (see supplemental table 18-1).

Achievement levels (*Basic*, *Proficient*, and *Advanced*), 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 *Proficient* (indicating solid academic achievement) were not measurably different from 1996 to 2005, while the percentage of 12th-graders at or above this achievement level decreased. In 2005, 29 percent of 4th- and 8th-graders and 18 percent of 12th-graders were at or above *Proficient*.

Certain subgroups outperformed others in science in 2005. For example, males outperformed females at all three grades. Male 4th-graders had a higher average score in 2005 than in 1996, and both male and female 12th-graders had lower scores in 2005 than in 1996 (see supplemental table 18-2). White students scored higher, on average, than Black and Hispanic students at all three grades in 2005. At 4th grade, average scores increased for White, Black, Hispanic, and Asian/Pacific Islander students between 1996 and 2005. At 8th grade, the average score for Black students increased, but the scores were not measurably different for other racial/ethnic groups. At 12th grade, there were no measurable differences in average scores for any racial/ethnic group during this period.

NAEP results also permit comparisons among states of the science abilities of 4th- and 8th-graders in public schools over time. At grade 4, of the 36 states that participated in both the 2000 and 2005 assessments, average science scores increased in 9 states (see supplemental table 18-3). At grade 8, of the 36 states that participated in 1996 and 2005, average scores increased in 8 states and decreased in 5 states.

SCIENCE PERFORMANCE: Percentage of students performing at or above Basic and at or above Proficient in science, by grade: 1996, 2000, and 2005



[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1996 science assessment.

SOURCE: Grigg, W., Lauko, M., and Brockway, D. (2006). *The Nation's Report Card: Science 2005* (NCES 2006-466), figure 1. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

FOR MORE INFORMATION:

Supplemental Notes 1, 4

Supplemental Tables 18-1, 18-2, 18-3

Adult Literacy

Trends in Adult Literacy

While the quantitative literacy of adults improved from 1992 to 2003, the prose and document literacy of adults was not measurably different between these two years.

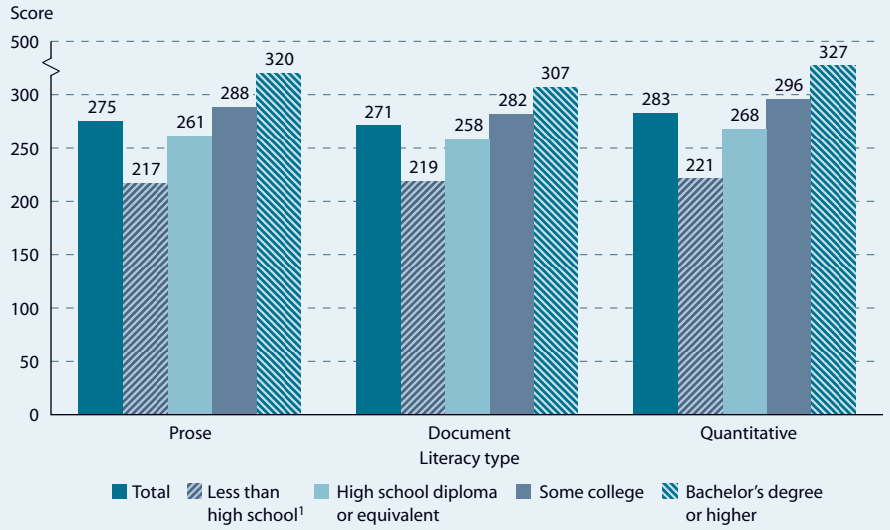
Adults age 16 or older were assessed in three types of literacy (prose, document, and quantitative) in 1992 and 2003. Literacy is defined as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." The average prose and document literacy scores of U.S. adults were not measurably different in 2003 from 1992, but the average quantitative literacy score increased 8 points between these years (see supplemental table 19-1).

Differences in average literacy were apparent by education and age. Educational attainment is positively related to all three types of literacy: those with a bachelor's or higher degree outperformed their peers in 1992 and 2003. Between these years, average prose literacy decreased for all levels of educational attainment, and document literacy decreased among those with at least some college education or a bachelor's or higher degree. From 1992 to 2003, the average prose, document, and quantitative literacy scores of adults ages 50–64 and 65 or older increased.

Additional differences in average literacy scores were apparent by race/ethnicity and sex. In 1992 and 2003, White and Asian/Pacific Islander adults had higher average scores than their Black and Hispanic peers in the three types of literacy assessed. The average scores of Blacks increased in each type of literacy from 1992 to 2003, while the average scores of Hispanics declined in prose and document literacy. Women scored higher than men on prose and document literacy in 2003, though men outperformed women on quantitative literacy. Male scores declined in prose and document literacy from 1992 to 2003, while female scores increased in document and quantitative literacy.

Another measure of literacy is the percentage of adults who perform at three achievement levels: *Basic*, *Intermediate*, and *Proficient*. In each type of literacy, 13 percent of adults were at or above *Proficient* (indicating they possess the skills necessary to perform complex and challenging literacy activities) in 2003 (see supplemental table 19-2). Fourteen percent of adults were *Below Basic* (indicating they possess no more than the most simple and concrete literacy skills) in prose literacy, compared with 12 percent in document literacy and 22 percent in quantitative literacy.

ADULT LITERACY PERFORMANCE: Average prose, document, and quantitative literacy scores of adults age 16 or older, by educational attainment: 2003



[1] Included in this category are those still enrolled in high school. In 2003, this accounted for 3 percent of the total population age 16 or older.

NOTE: Prose literacy is the knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts, such as paragraphs from stories); document literacy is the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats, such as bills or prescription labels); and quantitative literacy is the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). In 1992, respondents were allowed to identify only one race; in 2003, respondents were allowed to identify multiple races. Included in the total but not shown separately are American Indians/Alaska Natives and respondents with more than one race. Results are reported in terms of average scores on a 0–500 scale. To compare results between 1992 and 2003, the 1992 results were rescaled using the criteria and methods established for the 2003 assessment.

SOURCE: Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21st Century* (NCES 2006-470), figure 1. Data from U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL).

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 19-1, 19-2

NCES 2006-471

Adult Literacy

Adult Reading Habits

Adult reading habits are positively associated with educational attainment: the more education a person attained, the more likely that person was to report reading newspapers or magazines, books, or letters and notes daily in 2003.

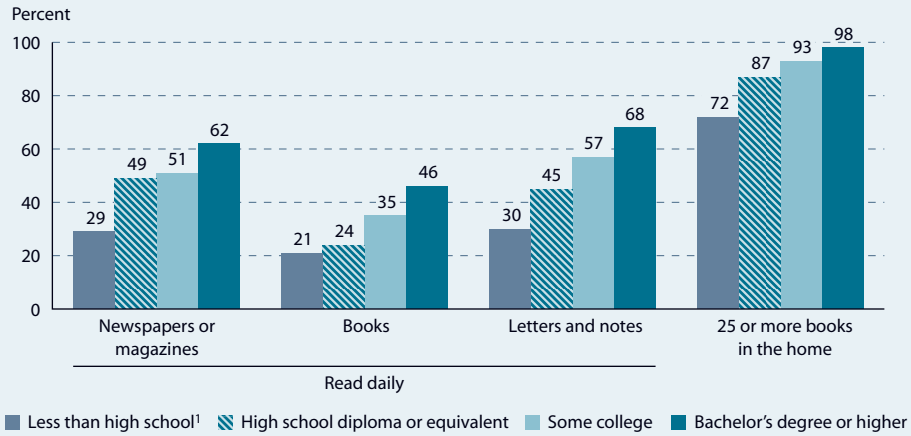
The 2003 National Assessment of Adult Literacy (NAAL) reports on the literacy habits of adults age 16 or older in the United States by asking them how often they read three types of printed materials in English: newspapers or magazines, books, or letters and notes. On a daily basis, 48 percent of adults reported reading newspapers or magazines, 32 percent reported reading books, and 51 percent reported reading letters and notes (see supplemental table 20-1). In comparison, the percentages of adults who reported reading less than once a week or never was 15 percent for newspapers or magazines, 38 percent for books, and 20 percent for letters and notes. Eighty-eight percent of adults reported having 25 or more books in their home.

Along with other personal and family characteristics, a person's educational attainment was positively associated with the frequency of reading any of the three types of printed materials as well as having 25 or more books in the home in 2003. For example, 46 percent of adults with a bachelor's or higher degree reported reading books daily, compared with 35 percent of those with some college education, 24 percent of those with a high school diploma or equivalent, and 21 percent of those with less than a high school diploma.[1]

Among the other individual and family characteristics related to differences in reading habits were sex and race/ethnicity. Females were more likely than males to report reading books or letters and notes daily. White adults were more likely than Black or Hispanic adults to report reading newspapers or magazines or letters and notes daily, and to have 25 or more books in the home. Hispanic adults were less likely than White, Black, or Asian adults to report reading in English any of the three types of materials daily or to have 25 or more books in the home.

Poverty was negatively associated with adults' frequency of reading any of the three types of printed materials in 2003 and having 25 or more books in the home. That is, poor adults were less likely than near-poor adults, who were in turn less likely than nonpoor adults,[2] to report reading any of the three types of printed materials daily or to have at least 25 books in their home.

ADULT LITERACY: Percentage of adults age 16 or older who read newspapers or magazines, books, or letters and notes daily and who had 25 or more books in the home, by educational attainment: 2003



[1] Included in this category are those still enrolled in high school. In 2003, this accounted for 3 percent of the total population age 16 or older.

[2] "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold.

NOTE: Respondents age 16 or older living in households or prisons were asked about how often they read newspapers or magazines, books, or letters and notes in English; they could respond "every day," "a few times a week," "once a week," "less than once a week," or "never."

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL), previously unpublished tabulation (December 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Table 20-1

NCES 2005-094

NCES 2006-470

NCES 2006-471

Social and Cultural Outcomes

Youth Neither in School nor Working

In 2005, about 8 percent of youth ages 16–19 were neither enrolled in school nor working.

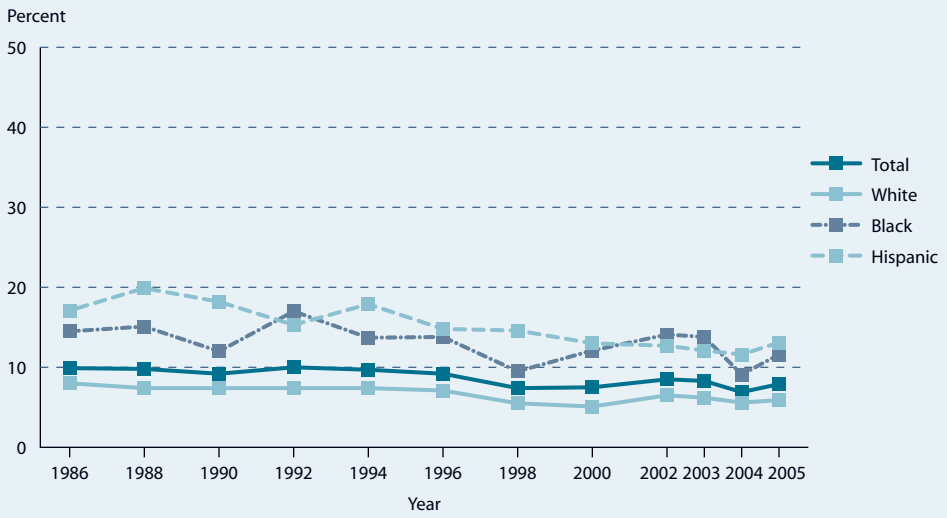
Youth between 16 and 19 years of age may be neither enrolled in school nor working for many reasons. For example, they may be seeking but are unable to find work, or they may have left the workforce temporarily or permanently to start a family. This indicator provides information on the transitions of youth when most are entering postsecondary education or joining the workforce. This is a critical period for young people as they pursue their educational goals and career paths.

From 1986 through 2005, the percentage of such youth remained between 7 and 10 percent annually (see supplemental table 21-1). In contrast to this small amount of variation between these years, within any single year, the percentage of such youth varied more within certain subgroups of the population. In 2004, for example, the percentage of such youth varied markedly by education, age, and poverty status, though there was no measurable difference by sex.

In 2005, 54 percent of 16- to 19-year-olds not in high school and with less than a high school diploma were not working. In contrast, 13 percent of those with at least a high school diploma or equivalent were neither in school nor working. This pattern of higher percentages for youth with less than a high school diploma than for youth with a high school diploma also held for all other years observed. Similarly, 13 percent of youth ages 18–19 were neither in school nor working in 2005, compared with 4 percent of youth ages 16–17. This pattern of higher percentages for youth ages 18–19 than for youth ages 16–17 was consistent across all years observed. Family poverty was also positively related to youth neither in school nor working. In each year observed from 1986 through 2005, the percentages of such youth were higher for youth from poor families than for their counterparts from nonpoor families.[1] For instance, in 2005, these percentages were 18 and 5 percent, respectively. In contrast, sex was not related to the percentage of youth neither in school nor working.

Differences were found by race/ethnicity in 2005. For example, the percentage of youth who were neither in school nor working was 6 percent for Whites, 12 percent for Blacks, and 13 percent for Hispanics. However, no measurable difference was found between Blacks and Hispanics.

YOUTH EMPLOYMENT: Percentage of youth ages 16–19 who were neither enrolled in school nor working, by race/ethnicity: Selected years, 1986–2005



[1] "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold. See *supplemental note 1* for more information on poverty.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1986–2005, previously unpublished tabulation (January 2006).

FOR MORE INFORMATION:
Supplemental Notes 1, 2
Supplemental Table 21-1

Economic Outcomes

Annual Earnings of Young Adults

Adults ages 25–34 with a bachelor's degree or higher have higher median earnings than their peers with less education, and these differences in earnings increased from 1980 to 2004.

This indicator examines the relationship between education and median annual earnings, in constant 2004 dollars, for all young adults—ages 25–34—who work full time throughout a full year.

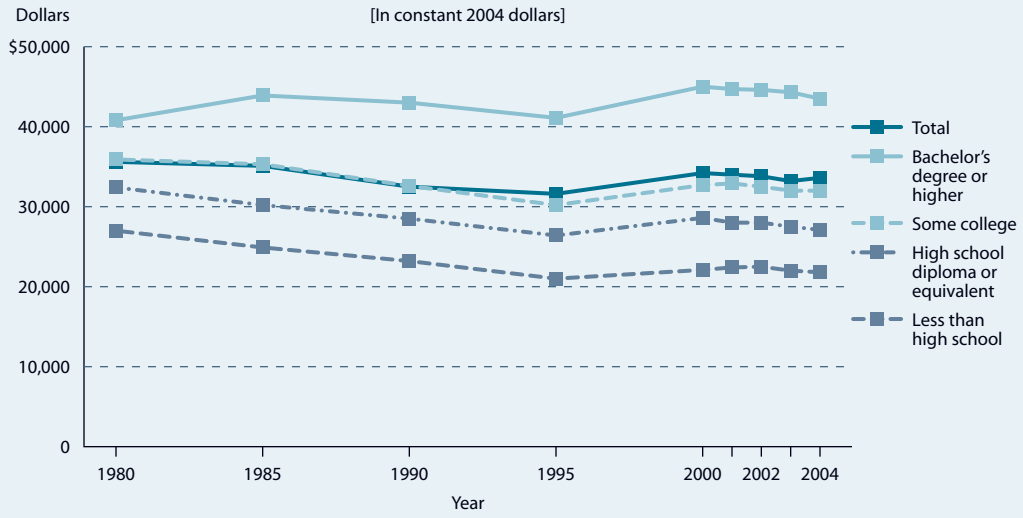
Between 1980 and 2004, earnings increased with education for the total population as well as for male, female, White, Black, and Hispanic populations. For example, young adults with at least a bachelor's degree consistently had higher median earnings than those with less education (see supplemental table 22-1). Moreover, for the entire population and, in general, for each subgroup, the difference between the earnings of those with at least a bachelor's degree and their peers with less education grew during this period. For example, in 1980 males with a bachelor's or higher degree earned 19 percent more than male high school completers,[1] while in 2004 they earned 67 percent more (see supplemental table 22-2).

This growth in the difference between the median earnings of those with at least a bachelor's degree and their peers with less education can be attributed in large part to the fact that, during this period, earnings increased among those with at least a bachelor's degree, while they decreased among those with less education. For example, the earnings of those with less than a high school diploma decreased $5,200 during this period, while the earnings of those with a bachelor's or higher degree increased $2,700 (see supplemental table 22-1). The growth in the difference in earnings existed among both sexes and Whites: earnings increased only for those with a bachelor's or higher degree.

Examining education and earnings by race/ethnicity reveals that at each level of educational attainment, White young adults have higher earnings than their Black and Hispanic peers (see supplemental table 22-3). During this period, there were no measurable changes in the gaps between Whites and Blacks and between Whites and Hispanics at any level of educational attainment.

Males have higher median earnings than females at each level of educational attainment. However, the gaps between the sexes at each level of educational attainment decreased from 1980 to 2004. For example, males with a bachelor's degree or higher earned 36 percent more than their female counterparts in 1980 compared with 26 percent more in 2004.

ANNUAL EARNINGS: Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment: Selected years, 1980–2004



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

NOTE: Earnings presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow direct comparison across years. See *supplemental note 11* for further discussion. "Full-year worker" indicates worked 50 or more weeks the previous year, and "full-time worker" indicates usually worked 35 or more hours per week. 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, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 2, 11

Supplemental Tables 22-1, 22-2, 22-3

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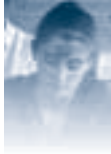
Section 3

Student Effort and Educational Progress

Contents

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—2006 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.



Introduction: Student Effort and Educational Progress

The indicators in this section of *The Condition of Education* report on the progress that students make through the education system. There are 20 indicators in this section: 10, prepared for this year's volume, appear on the following pages, and all 20, 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 their level of effort in their studies. The indicators in these subsections measure students' aspirations and effort by the postsecondary expectations of 12th-graders and students' patterns of school attendance.

The third subsection traces the progress of students through elementary and secondary education to graduation from high school or some alternate form of completion. Measures include the percentage of students who leave high school (drop out) before completion and the percentage who graduate high school on time, in 4 years. Dropouts are measured by event rates (the percentage of students in an age range who leave school in a given year) and status rates. Indicators on the following pages show the status dropout rate (the percentage of students in an age range who are not enrolled in school and who have not completed high school) by race/ethnicity and characteristics of students in the spring of their sophomore year in 2002 who had left high school without graduating. A new measure is also included that estimates the on-time graduation rate for each state.

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 Web compares the rate of first-time enrollment in postsecondary education in the United States with the rates in other countries.

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 Condition of Education* annually examines the level of attainment by those ages 24–29. Other indicators examine factors related to the level of attainment and the degrees earned over time by particular cohorts of students.

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.

Student Attitudes and Aspirations

Postsecondary Expectations of 12th-Graders

In 2004, some 51 percent of low-socioeconomic status (SES) 12th-graders expected to earn a bachelor's degree or attend graduate school, compared with 66 percent of middle-SES seniors and 87 percent of high-SES seniors.

In 2003–04, some 69 percent of high school seniors expected to attain a bachelor's degree or higher (34 percent expected to attain a bachelor's as their highest degree, while 35 percent expected to continue to graduate or professional school). Another 18 percent expected some postsecondary education but less than a bachelor's degree (see supplemental table 23-1). The rest either expected not to go beyond high school (5 percent) or did not know (8 percent).

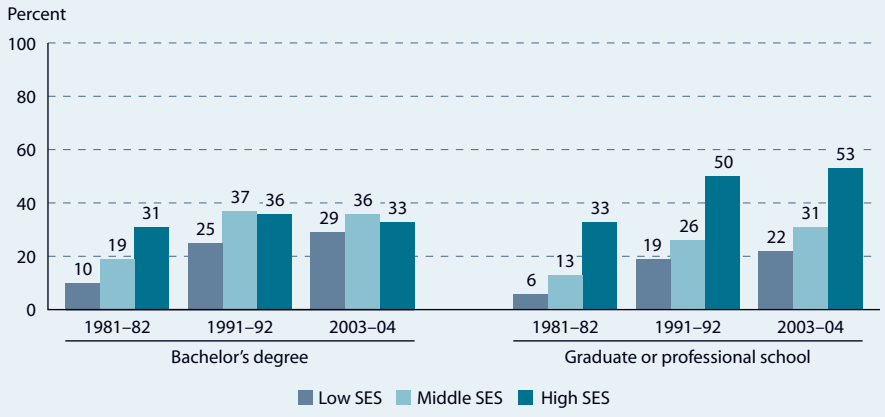
Students have increased their expectations for postsecondary education in the last couple of decades. Overall, the proportion who expected to attain a bachelor's as their highest degree increased from 19 percent in 1981–82 to 34 percent in 2003–04. The percentage who expected to attend graduate school more than doubled, from 16 to 35 percent over the 22 years.

Educational expectations varied by students' socioeconomic status (SES). In 2003–04, for example, students from middle- or high-SES families were more likely than those from low-SES families to expect to earn a bachelor's degree as their highest degree (36 and 33 percent, respectively, vs. 29 percent). In addition, high-SES seniors were more than twice as likely as their low-SES peers to expect to attend graduate school (53 vs. 22 percent).

While expectations for attainment grew among seniors of all SES levels, the gaps between low- or middle-SES seniors and their high-SES peers decreased over the 22-year period. The proportion of low-SES seniors who expected to earn a bachelor's degree or attend graduate school increased from 16 to 51 percent. The rate increased from 33 to 66 percent among middle-SES seniors, and from 64 to 87 percent among high-SES seniors.

Students' expectations for attending graduate school in 2003–04 were positively related to their academic preparation and experiences, including mathematics coursetaking and proficiency, never repeating a grade, and taking college entrance examinations (see supplemental table 23-2). For example, 15 percent of seniors whose highest mathematics course was geometry or lower expected to attend graduate school, compared with 52 percent of those who studied trigonometry, precalculus, or calculus.

EDUCATIONAL EXPECTATIONS: Percentage of 12th-graders who expected to attain a bachelor's degree or attend graduate/professional school, by family socioeconomic status (SES): 1981–82, 1991–92, and 2003–04



NOTE: The SES variable is a composite based on parents' educational attainment, occupations, and family income. See *supplemental note 7* for more detail about SES variable construction in the three datasets.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "First Follow-up, Student Survey, 1982, Data Analysis System"; National Education Longitudinal Study of 1988 (NELS: 88/92), "Second Follow-up, Student Survey, 1992"; and Education Longitudinal Study of 2002 (ELS:02/04), "First Follow-up, Student Survey, 2004"; previously unpublished tabulations (October 2005).

FOR MORE INFORMATION:

Supplemental Note 7

Supplemental Tables 23-1, 23-2

Student Effort

Student Absenteeism

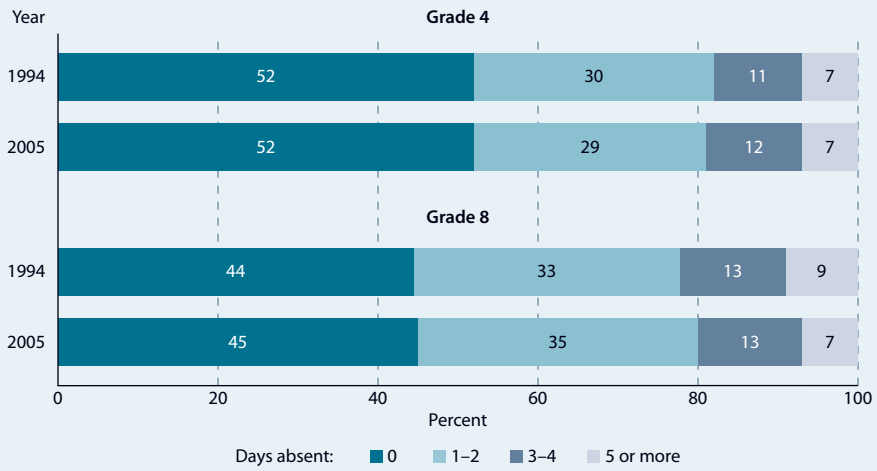
In 2005, 19 percent of 4th-graders and 20 percent of 8th-graders reported missing 3 or more days of school in the previous month.

This indicator examines both the extent of absenteeism in 2005 among 4th- and 8th-graders during the preceding month and changes in the absenteeism rate since 1994. When asked about their attendance in the previous month, 52 percent of 4th-graders in 2005 reported perfect attendance (i.e., no absences from school); 29 percent reported missing 1–2 days of school; and 19 percent reported missing 3 or more days (see supplemental table 24-1). Among 8th-graders, 45 percent reported perfect attendance, 35 percent reported missing 1–2 days of school, and 20 percent reported missing 3 or more days.

Between 1994 and 2005, these patterns of absenteeism remained relatively stable. For example, there was no measurable change in the percentage of 4th- or 8th-graders reporting perfect attendance. Likewise, there was no measurable change in the percentage of 4th-graders reporting that they were absent from school for 3 or more days, though for 8th-graders this percentage declined from 22 percent in 1994 to 20 percent in 2005. For most of the years observed, 4th-graders were more likely than 8th-graders to have perfect attendance, and 8th-graders were more likely than 4th-graders to miss 3 or more days of school.

In 2005, rates of absenteeism varied by certain student characteristics. In both grades, students were more likely to miss 3 or more days of school if a language other than English was spoken at home, if the student was an English language learner, or if the student was classified as having a disability (see supplemental table 24-2). Additionally, in both grades, a lower percentage of Asian/Pacific Islander students and a higher percentage of American Indian students reported missing 3 or more days of school than their peers in other racial and ethnic groups. Students who were eligible for a free or reduced-price lunch were more likely to be absent from school for 3 or more days than those who were not eligible. This pattern among students eligible for a free or reduced-price lunch has remained stable for both 4th- and 8th-grade students between 1998 and 2005.

STUDENT ABSENTEEISM: Percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: 1994 and 2005



NOTE: From 1994 to 2000, students responded to the question "How many days of school did you miss last month?" After 2001, students were asked "How many days were you absent from school in the last month?" 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), 1994 and 2005 Reading Assessments, previously unpublished tabulation (December 2005).

FOR MORE INFORMATION:
Supplemental Notes 1, 4
Supplemental Tables 24-1, 24-2

Elementary/Secondary Persistence and Progress

Grade Retention

Between 1995 and 2004, the percentage of youth ages 16–19 who had ever been retained decreased; high school dropouts were more likely than high school completers to have been retained in a grade at some point in their school career.

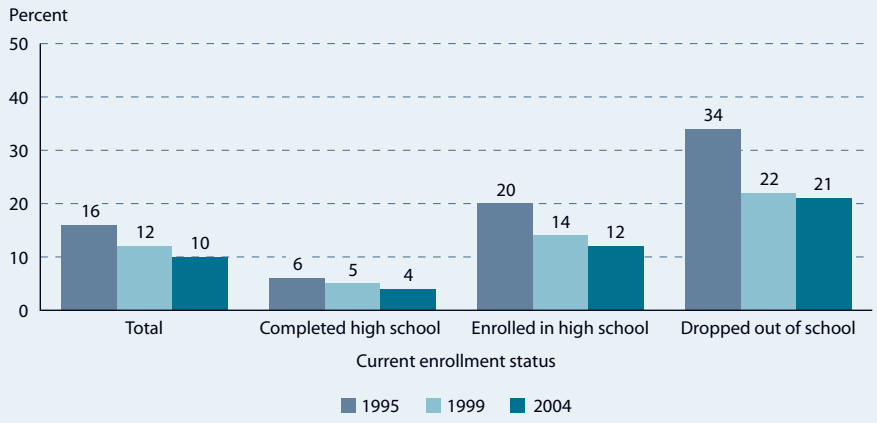
Students may be retained in a grade for a number of reasons including if they are judged not to have the academic or social skills to advance to the next grade. This indicator examines the grade retention rates for youth ages 16–19 between 1995 and 2004.

The total percentage of youth ages 16–19 in 2004 who had ever been retained during their school career was smaller than the percentage in 1995 (see supplemental table 25-1). The decrease in retention varied by the youth's current enrollment status: the decrease was particularly pronounced among youth who were enrolled in high school (decreasing from 20 percent of enrolled youth in 1995 to 12 percent of enrolled youth in 2004) and among youth who had dropped out of high school (decreasing from 34 percent of dropouts in 1995 to 21 percent of dropouts in 2004). The percentage of youth who had been retained in kindergarten through grade 5 decreased from 11 percent of youth in 1995 to 5 percent of youth in 2004, while the percentage retained in grades 6–12 was not measurably different between the two years (7 percent in 1995 and 5 percent in 2004). Youth were more likely to have been retained in grades K–5 than in grades 6–12 in 1995, but in 1999 and 2004, there were no measurable differences by grade level.

Youth who had dropped out of high school in each of the years observed were more likely to have ever been retained than youth who were enrolled in high school or youth who had completed high school. In 2004, for example, 21 percent of youth who had dropped out had ever been retained, compared with 12 percent of those still enrolled and 4 percent of high school completers. Furthermore, of those youth that had dropped out of school, a greater percentage had been retained in grades 6–12 (17 percent) than in grades K–5 (10 percent).

In addition to variation by enrollment status, the percentage of youth who had ever been retained varied by sex, race/ethnicity, and family income in 2004. For example, in 2004, a greater percentage of males than females (13 vs. 6 percent) and of Blacks than Whites (16 vs. 8 percent) had ever been retained. Youth whose families were in the lowest income quarter were also more likely to have been retained than youth whose families were in the middle or highest income quarters.

GRADE RETENTION: Percentage of youth ages 16–19 who had ever been retained in a grade in their school career, by current enrollment status: 1995, 1999, and 2004



NOTE: The term "high school completer" includes those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate) and includes those with higher levels of educational attainment. Estimates rely upon retrospective data reported by the respondent or a household informant on behalf of the respondent.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1995, 1999, and 2004, previously unpublished tabulation (December 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 2

Supplemental Table 25-1

NCES 2003-008, *indicator 3.2*

Elementary/Secondary Persistence and Progress

Status Dropout Rates by Race/Ethnicity

Status dropout rates for Whites, Blacks, and Hispanics ages 16–24 have declined since 1972, and they have declined for Whites and Hispanics since 1990. Nonetheless, in 2004, rates remained lowest for Whites and highest for Hispanics.

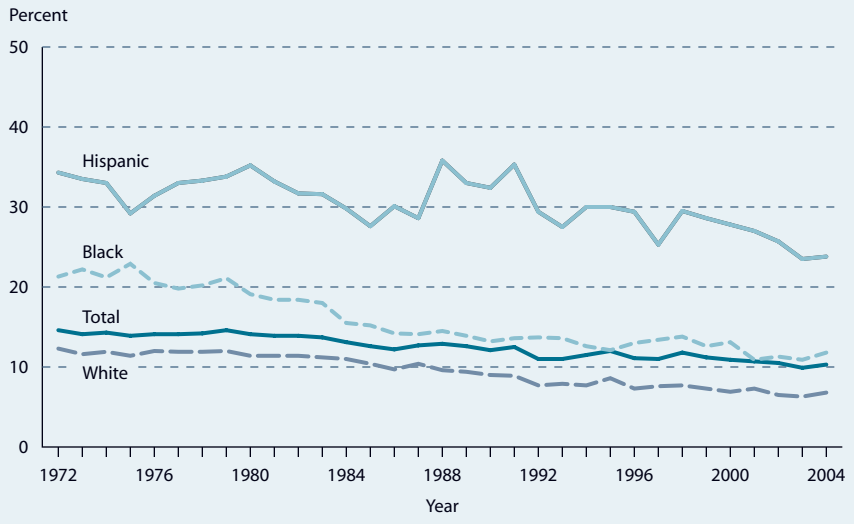
High school dropouts are more likely to be unemployed and earn less when they are employed than high school completers (U.S. Department of Commerce 2006, tables 261 and 686). Among adults age 25 or older, dropouts reported worse health than high school completers regardless of income (NCES 2004-077, *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 General Educational Development [GED] certificate). According to this measure, 10 percent of 16- through 24-year-olds were out of school without a high school credential in 2004 (see supplemental table 26-1). The status dropout rate declined for this age group between 1972 and 2004, including during the more recent period of 1990 to 2004.

Status dropout rates and changes in these rates over time differ by race/ethnicity. Each year between 1972 and 2004, the status dropout rate was lowest for Whites and highest for Hispanics. The status dropout rates for Whites, Blacks, and Hispanics each declined between 1972 and 2004, and they have declined for Whites and Hispanics since 1990. The gaps between the rates of Blacks and Whites and between Hispanics and Whites both decreased from 1972 to 2004, but there was no measurable change in the Hispanic-Black gap over this period. The narrowing of the Black-White gap occurred during the 1980s, with no measurable change during the 1970s or between 1990 and 2004. In contrast, the Hispanic-White gap narrowed between 1990 and 2004, with no measurable change in the gap during the 1970s and 1980s.

In 2004, about one-quarter (25 percent) of status dropouts ages 16–24 were Hispanics who were born outside of the United States[1] (see supplemental table 26-2). Higher dropout rates among Hispanic immigrants partly account for the persistently high dropout rates for all Hispanic young adults. Among Hispanic 16- through 24-year-olds who were born outside the United States, the status dropout rate was 38 percent in 2004—more than double the rates for first- or later-generation Hispanics in this age group who were born in the United States (15 and 14 percent, respectively). Nevertheless, Hispanics born in the United States were more likely to be status dropouts than their non-Hispanic counterparts.

STATUS DROPOUTS: Dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2004



[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 used to report high school dropout and completion behavior in the United States. See *supplemental note 2* for more information about the status dropout rate. 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. Starting in 2003, respondents were able to indicate more than one race. Those individuals are included in the total for 2003 and 2004 but not shown separately. The variable 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., DeBell, M., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2004* (NCES 2006-085), table 8. Data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004.

FOR MORE INFORMATION:

Supplemental Notes 1, 2, 12

Supplemental Tables 26-1, 26-2

NCES 2004-077, *indicator 12*

U.S. Department of Commerce 2006

Elementary/Secondary Persistence and Progress

High School Sophomores Who Left Without Graduating Within 2 Years

High school sophomores in 2002 whose parents had not completed high school were four times more likely to have left without completing a 4-year program by spring 2004 than those with a parent who had earned at least a bachelor's degree.

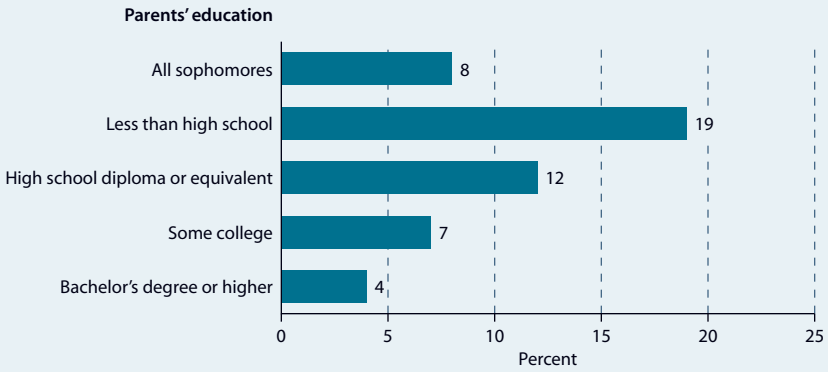
Eight percent of students who were high school sophomores in spring 2002 had left school without completing a 4-year program as of spring 2004 (see supplemental table 27-1).[1] In contrast, 10 percent of spring 1990 sophomores had left school without completing a 4-year program as of spring 1992, and 14 percent of spring 1980 sophomores had left as of spring 1982.

The percentage of 2002 high school sophomores who had left school as of spring 2004 without completing a 4-year program varied by sex, parental education, socioeconomic status (SES), and race/ethnicity (see supplemental table 27-2). For example, males were more likely to have left school than females (9 vs. 7 percent). Students whose parents had not completed high school were more likely to have left school than those with a parent who had earned at least a bachelor's degree (19 vs. 4 percent). In addition, 2002 sophomores from low-SES families were more likely than their peers from middle- or high-SES families to have left school. Students who were White were less likely to have left school than students who were Black, Hispanic, or more than one race, but more so than Asian/Pacific Islander students.

Academic achievement and school experiences were also associated with students' likelihood of leaving school. For example, 15 percent of students in the bottom quarter of mathematics achievement had left school as of spring 2004, compared with 2 percent of those in the top quarter. Students who had been suspended or placed on probation three or more times before the spring of their sophomore year were more likely to have left school than students who had never been suspended or put on probation (31 vs. 6 percent).

The 2002 sophomores who had left school by spring 2004 were asked to identify the reasons why they had left. Among the most frequently cited reasons were that they had missed too many school days (43 percent), they thought it would be easier to get a GED (40 percent), they were getting poor grades and failing in school (38 percent), and they did not like school (37 percent) (see supplemental table 27-3).

PERSISTENCE: Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by parents' education



[1] This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 12

Supplemental Tables 27-1, 27-2, 27-3

NCES 96-893

Elementary/Secondary Persistence and Progress

Public High School Graduation Rates by State

The 2002–03 public high school graduation rate for the averaged freshman class 4 years earlier was 73.9 percent. The rate ranged from a low of 59.6 percent in the District of Columbia to a high of 87.0 percent in New Jersey.

This indicator examines the percentage of public high school students who graduate. To do so, it uses the *averaged freshman graduation rate*—a measure of the percentage of the incoming freshman class that graduates 4 years later. The averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (because this is when current year seniors were freshmen), and the number of 10th-graders 3 years earlier divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year.

Among all public high school students in the class of 2002–03, the averaged freshman graduation rate was 73.9 percent (see supplemental table 28-1). New Jersey had the highest graduation rate at 87.0 percent. Thirteen other states had rates above 80 percent: North Dakota, Wisconsin, Iowa, Nebraska, Minnesota, Vermont, South Dakota, Pennsylvania, Idaho, Montana, Connecticut, Virginia, and Utah. The District of Columbia had the lowest graduation rate in 2002–03 at 59.6 percent. Ten states also had graduation rates below 70 percent, including Alaska, Florida, Alabama, Louisiana, Tennessee, New Mexico, Mississippi, New York, Georgia, and South Carolina.

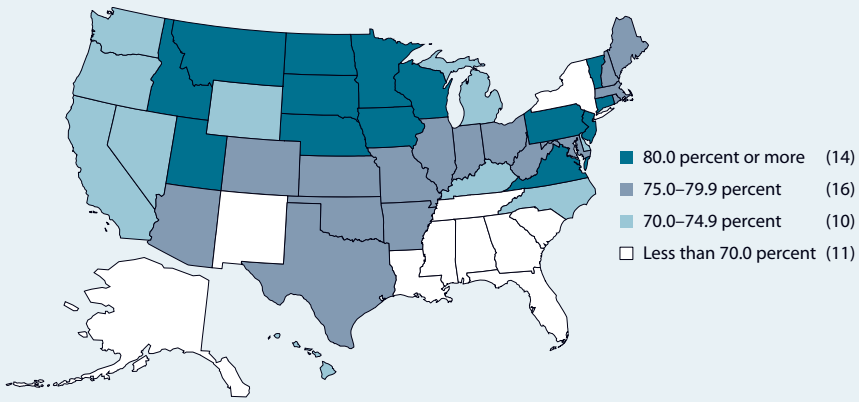
The overall averaged freshman graduation rate among public school students increased from 71.7 percent for the class of 2000–01 to 73.9 percent for the class of 2002–03. Between the two years, there was an increase in the graduation rate in 43 states; 4 states had an increase of greater than 5 percentage points (South Dakota, Florida, Oregon, and Washington). The graduation rate decreased in 7 states and the District of Columbia, with the rate decreasing the most in Massachusetts (3.2 percentage points).

NOTE: The averaged freshman graduation rate is the number of graduates divided by the estimated count of freshmen 4 years earlier. The estimated count of freshmen is calculated by summing 10th-grade enrollment 2 years before the graduation year, 9th-grade enrollment 3 years before the graduation year, and 8th-grade enrollment 4 years before the graduation year and dividing this amount by 3. Enrollment counts include a proportional distribution of students not enrolled in a specific grade.

SOURCE: Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (2005). *The Averaged Freshman Graduation Rate for Public High Schools from the Common Core of Data: School Years 2001–02 and 2002–03* (NCES 2006-601), tables 2 and 3 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Data File: School Years 1996–97 through 2003–04."

FOR MORE INFORMATION:
Supplemental Notes 3, 12
Supplemental Table 28-1
NCES 2006-062
NCES 2006-604
NCES 2006-605

HIGH SCHOOL COMPLETION: Averaged freshman graduation rate for public high school students, by state: 2002–03



Transition to College

Immediate Transition to College

The immediate college enrollment rate increased from 49 percent in 1972 to 67 percent in 2004. The gap between Blacks and Whites first widened between 1977 and 1983 but then narrowed between 1998 and 2001, while the gap between Hispanics and Whites widened between 1979 and 1997.

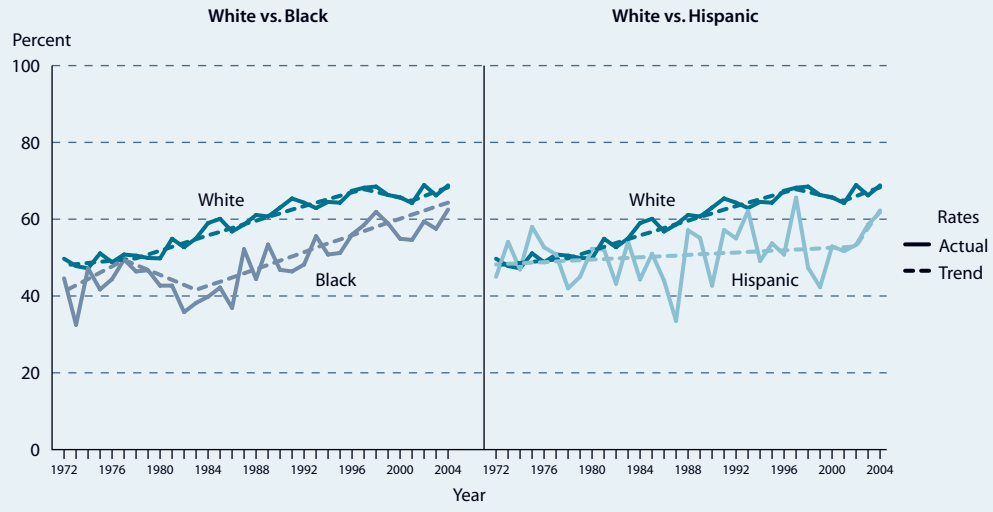
The percentage of high school completers[1] who enroll in college in the fall immediately after high school reflects the accessibility of and the value placed on college education. The immediate college (2- or 4-year) enrollment rate for all high school completers ages 16–24 increased between 1972 and 1997 from 49 to 67 percent. Then, the enrollment rate declined to 62 percent by 2001, before rising again to 67 percent in 2004 (see supplemental table 29-1).

Between 1972 and 1978, approximately half of White high school completers immediately enrolled in college; the rate increased to 68 percent by 1997, but decreased to 64 percent by 2001 before increasing to 69 percent by 2004. The annual Black immediate enrollment rate was stable between 1972 and 1977; it then decreased between 1978 and 1983, increasing the gap between Blacks and Whites. The rate for Blacks then increased between 1984 and 2004 so that the gap narrowed between Blacks and Whites between 1998 and 2001. For Hispanics, the annual rate fluctuated over time, resulting in a nearly flat trend between 1972 and 2002 before the rate increased to 62 percent by 2004. The gap between Hispanics and Whites widened between 1979 and 1997.

From 1972 to 2004, the immediate enrollment rate of high school completers increased faster for females than for males (see supplemental table 29-2). Much of the growth in the overall rate for females was due to increases between 1981 and 1997 in the rate of attending 4-year institutions. During this period, the rate at which females enrolled at 4-year institutions increased faster than that of their male counterparts 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 2004, the immediate college enrollment rate was higher for high school completers from high-income[2] families than for their low-income peers (see supplemental table 29-1). Likewise, compared with completers whose parents had a bachelor's or higher degree, those whose parents had less education had lower immediate enrollment rates in each year between 1992 and 2004 (see supplemental table 29-3).[3]

COLLEGE ENROLLMENT RATES: Actual and trend rates of high school completers who were enrolled in college the October immediately after completing high school, by race/ethnicity: 1972–2004



[1] Refers to those who completed 12 years of school for survey years 1972–1991 and to those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate) for years since 1992. See *supplemental note 2* for more information.

[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 information.

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

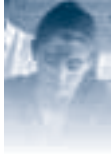
NOTE: Includes those ages 16–24 completing high school in a given year. Actual rates are annual estimates; trend rates show the linear trend of these annual values over the time period shown. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion. 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.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation for 2004 (November 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 2

Supplemental Tables 29-1, 29-2, 29-3



Completions

Degrees Earned by Women

Women have earned a greater percentage of bachelor's degrees than men since the early 1980s and now earn at least 4 out of 10 degrees in all fields except computer and information sciences and engineering.

Women earn a greater number and proportion of bachelor's, master's, and doctoral degrees than they did about 25 years ago. For example, the number of bachelor's degrees awarded to women increased from 455,800 in 1979–80 to 804,100 in 2003–04 (see supplemental table 30-1). Women have earned more bachelor's degrees than men every year since 1981–82 and more master's degrees since 1985–86 (NCES 2005-025, table 249). In 2003–04, women earned 57 percent of all bachelor's degrees. They also earned 59 percent of all master's degrees, and 48 percent of all doctoral degrees (see supplemental table 30-2).

The first section in the table below shows fields in which women earned 50 percent or more of the bachelor's degrees awarded in 1979–80 and continued to do so in 2003–04, ordered from highest to lowest according to the percentage of degrees awarded to women in 1979–80. In each of these fields except visual and performing arts, the percentage of degrees awarded to women increased between 1979–80 and 2003–04.

In the second section are fields in which women earned less than half of the bachelor's degrees awarded in 1979–80 but earned at least half by 2003–04. These fields included biological and biomedical sciences, where the proportion of degrees awarded to women increased from 42 to 62 percent, and business, where it increased from 34 to 50 percent.

The last section shows fields in which women earned less than half of the bachelor's degrees awarded in 1979–80 and still earned less than half in 2003–04. Women earned the smallest proportions of bachelor's degrees in 2003–04 in computer and information sciences (25 percent) and engineering (19 percent).

Women have made gains at the graduate level as well. In 2003–04, women earned 59 percent of master's degrees, compared with 53 percent in 1989–90 and 49 percent in 1979–80 (see supplemental table 30-2). However, in 2003–04, women still earned less than half of all master's degrees in business, computer and information sciences, engineering, mathematics, and physical sciences. At the doctoral level, women earned 48 percent of all degrees in 2003–04, up from 36 percent in 1989–90 and 30 percent in 1979–80. While women still earn less than half of doctoral degrees in a majority of fields, they have made gains in every field over the past 25 years.

BACHELOR'S DEGREES: Percentage of bachelor's degrees earned by women and change in the percentage earned by women from 1979–80 to 2003–04, by field of study: Various years, 1979–80 through 2003–04

Field of study	1979–80	1989–90	1999–2000	2003–04	Change in percentage points between 1979–80 and 2003–04
Total[1]	**49.0**	**53.2**	**57.2**	**57.5**	**8.4**
Health professions and related clinical sciences	82.3	84.6	83.5	86.5	4.2
Education	73.8	78.1	75.8	78.5	4.7
English language/literature/letters	65.1	67.0	67.8	68.9	3.8
Psychology	63.3	71.6	76.5	77.8	14.5
Visual and performing arts	63.2	62.0	59.2	61.1	-2.1
Communication, journalism, and related programs	52.3	60.5	61.2	64.6	12.4
Social sciences and history	43.6	44.2	51.2	50.9	7.3
Biological and biomedical sciences	42.1	50.8	58.2	62.2	20.1
Business	33.7	46.8	49.8	50.3	16.7
Mathematics and statistics	42.3	46.2	47.8	46.0	3.6
Computer/information sciences	30.2	29.9	28.1	25.1	-5.2
Agriculture/natural resources	29.6	31.6	42.9	47.9	18.3
Physical sciences and science technologies	23.7	31.3	40.3	41.7	18.1
Engineering and engineering technologies	9.4	14.1	18.7	18.8	9.4

[1] Includes other fields not shown separately.

NOTE: Based on data from Title IV degree-granting institutions. See *supplemental note 10* for more detail. The first section of fields shows fields in which women earned at least 50 percent of the degrees in 1980 and in 2004. The second section (shaded) includes fields in which women earned less than half of the degrees in 1980 but had earned at least half by 2004. The last section shows fields in which women earned less than half of the bachelor's degrees awarded in 1980 and still earned less than half in 2004. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 249 and 276–297. Data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" and 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:87-00) and IPEDS, Fall 2004.

FOR MORE INFORMATION:

Supplemental Notes 3, 9, 10

Supplemental Tables 30-1, 30-2

NCES 2005-025

Completions

Educational Attainment

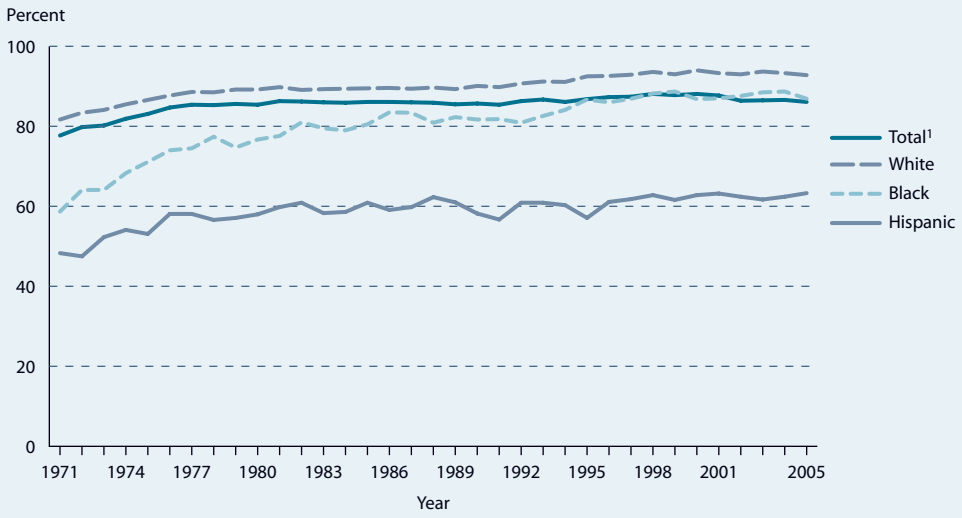
The percentages of 25- to 29-year-olds who have completed high school, some college, or a bachelor's degree or higher have increased since 1971, but racial/ethnic differences in levels of educational attainment remain.

In 2005, some 86 percent of all 25- to 29-year-olds had received a high school diploma or equivalency certificate, and 57 percent of these young adults had received additional education (see supplemental table 31-1). Although this percentage represents an increase of 8 percentage points since 1971, the high school completion rate has been at least 85 percent since 1976. In 1971, a lower percentage of Blacks than Whites completed high school (59 vs. 82 percent). Although the gap between Blacks and Whites has narrowed, the high school completion rate for Blacks was still below that of Whites in 2005 (87 vs. 93 percent). The high school completion rate for Hispanics also increased between 1971 and 2005 (from 48 to 63 percent). Unlike the gap between Blacks and Whites, no measurable changes in the gap between Hispanics and Whites occurred between 1971 and 2005.

The percentage of 25- to 29-year-olds who had completed at least some college education increased from 34 to 57 percent between 1971 and 2005 (see supplemental table 31-2). However, increases in the rate of completing at least some college were not even throughout the entire period: the 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 an overall increase in the propensity of high school graduates to enroll in college immediately after completing high school (see *indicator 29*). For each racial/ethnic group, the percentage completing at least some college increased between 1971 and 2005, but the rate of increase was less for Hispanics than for Whites or Blacks. In 2005, 64 percent of White 25- to 29-year-olds had completed at least some college, compared with 49 percent of their Black peers and 33 percent of their Hispanic peers.

In most years, the rate for completing a bachelor's degree or higher was roughly half the rate for completing some college. The percentage of 25- to 29-year-olds who had completed a bachelor's degree or higher increased from 17 to 29 percent between 1971 and 2005 (see supplemental table 31-3). Although the percentage with a bachelor's degree or higher increased for all three racial/ethnic groups, the gaps between Whites and Blacks and between Whites and Hispanics widened over time.

HIGH SCHOOL: Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity: March 1971–2005



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

NOTE: Prior to 1992, "high school completers" meant those who completed 12 years of schooling and "some college" meant completing 1 or more years of college; beginning in 1992, the terms meant those who received a high school diploma or equivalency certificate and those who completed 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.

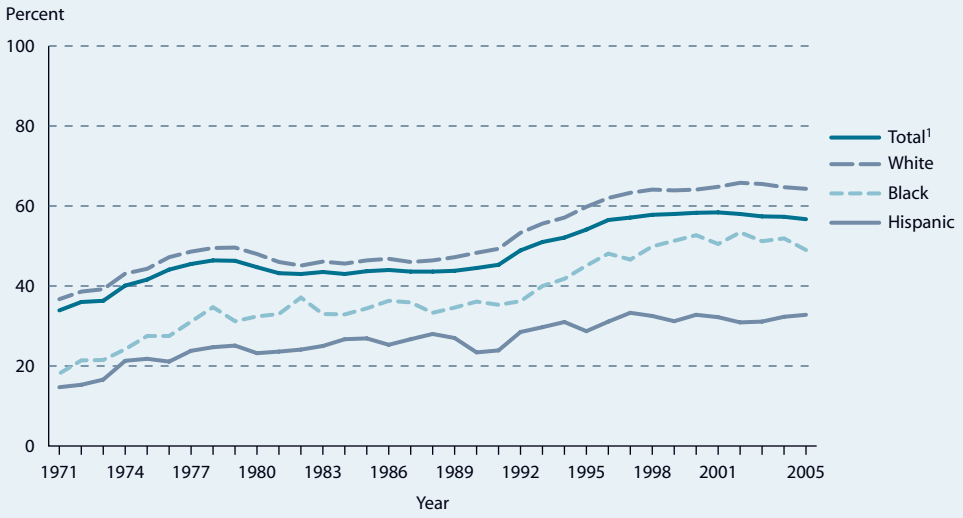
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

FOR MORE INFORMATION:

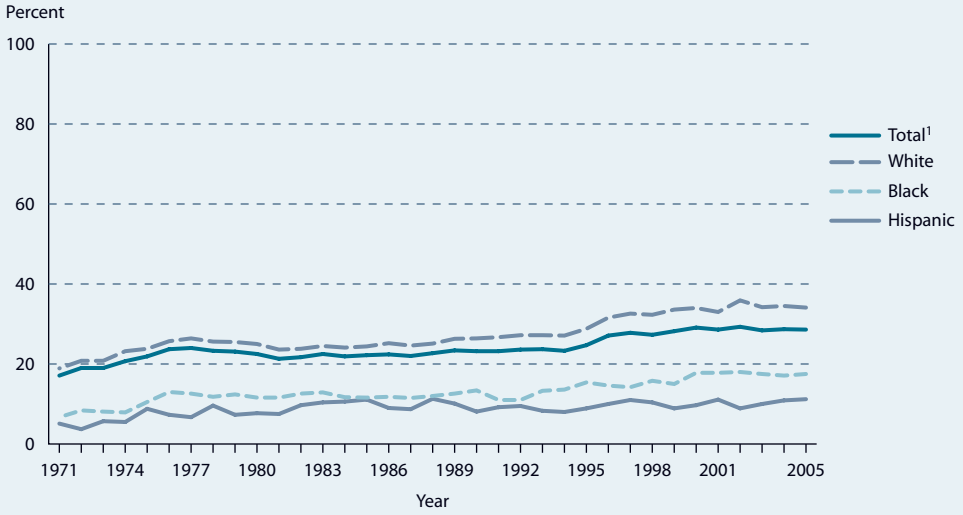
Supplemental Notes 1, 2, 12

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

SOME COLLEGE: Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity: March 1971–2005



BACHELOR'S DEGREE OR HIGHER: Percentage of 25- to 29-year-olds who completed a bachelor's degree or higher, by race/ethnicity: March 1971–2005



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

NOTE: Prior to 1992, "high school completers" meant those who completed 12 years of schooling and "some college" meant completing 1 or more years of college; beginning in 1992, the terms meant those who received a high school diploma or equivalency certificate and those who completed 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 Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 2, 12

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

Completions

Advanced Degree Completion Among Bachelor's Degree Recipients

By 2003, about one-fourth of 1992–93 bachelor's degree recipients had earned an advanced degree.

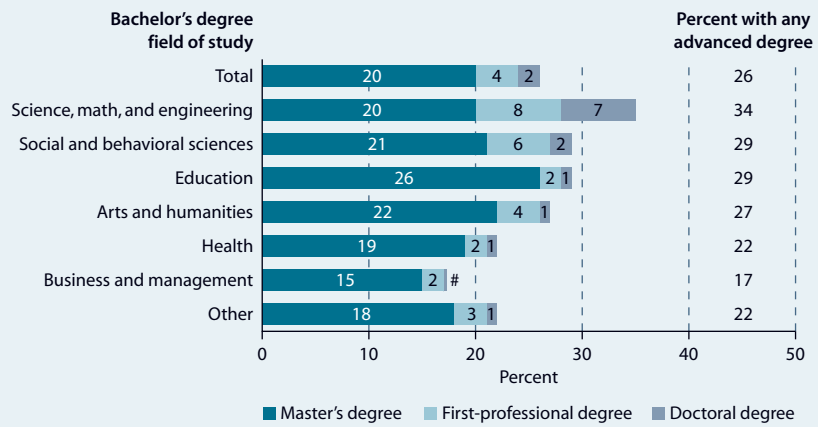
In total, 26 percent of 1992–93 graduates had earned at least one advanced degree by 2003, approximately 10 years after they finished college. Considering the highest degree earned, 20 percent of these graduates had earned a master's degree, 4 percent had earned a first-professional degree, and 2 percent had earned a doctoral degree.

Compared with their peers in other undergraduate majors, science, mathematics, and engineering majors were the most likely to have earned any advanced degree and the most likely to have earned a doctoral degree. Undergraduate education majors were more likely to have earned a master's degree than other majors (26 percent), whereas business and management majors were less likely to have earned a master's degree than other majors (15 percent).

By 2003, some 40 percent of 1992–93 graduates had enrolled in an advanced degree program (see supplemental table 32-1). Of those who were enrolled in an advanced degree program, 26 percent had earned at least one degree, 6 percent were still enrolled in an advanced degree program (with or without earlier attainment), and 9 percent were no longer enrolled and had not completed an advanced degree by 2003.[1] Advanced degree attainment did not always match what students reported when they completed their bachelor's degree. Among those who had expected to earn a doctoral degree, some 7 percent had done so by 2003. However, 28 percent of those with doctoral degree aspirations had earned a master's degree, 6 percent had earned a first-professional degree, and 9 percent were still enrolled in a graduate program in 2003. Among those who had first-professional degree expectations, 53 percent had earned some type of advanced degree and 32 percent had earned a first-professional degree. Less than one-fourth of those with master's degree expectations (22 percent) had earned any advanced degree by 2003.

The percentage of 1992–93 graduates who had earned any advanced degree by 2003 did not vary by sex or race/ethnicity. However, conferment of an advanced degree did vary by parents' highest level of education: 34 percent of those whose parents had an advanced degree had earned a graduate degree by 2003, compared with 19 percent of those whose parents did not go to college.

HIGHEST ADVANCED DEGREE ATTAINED: Percentage of 1992–93 bachelor's degree recipients who had earned an advanced degree by 2003, by bachelor's degree field of study and highest degree attained



Rounds to zero.

[1] Three percent of graduates have earned an advanced degree and are currently pursuing a second advanced degree.

NOTE: Master's degrees include students who earned a post-master's certificate. First-professional programs include Chiropractic (D.C. or D.C.M.), Pharmacy (D.Phar), Dentistry (D.D.S. or D.M.D.), Podiatry (Pod.D. or D.P.), Medicine (M.D.), Veterinary Medicine (D.V.M.), Optometry (O.D.), Law (L.L.B. or J.D.), Osteopathic Medicine (D.O.), or Theology (M.Div., M.H.L., or B.D.). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B: 93/03), previously unpublished tabulation (September 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Table 32-1

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Section 4

Contexts of Elementary and Secondary Education

Contents

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 2000–2006 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

Introduction: Contexts of Elementary and Secondary Education

The indicators in this section of *The Condition of Education* measure salient features of the context of learning in elementary and secondary 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 the financial resources available. There are 32 indicators in this section: 12, prepared for this year's volume, appear on the following pages, and all 32, 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. Four indicators on the Web trace trends over time in the academic level and number of courses that high school students take by graduation using student transcripts.

A second feature is the learning opportunities afforded children. Two new indicators this year examine the early literacy and afterschool activities of youth. Additional indicators on the Web show the availability of advanced-level academic courses and the extent of out-of-field teaching.

School districts and schools have special programs to serve the particular educational needs of special populations. An indicator on the Web shows the extent to which students with disabilities are included in regular classrooms for instructional purposes.

School choice provides parents with the opportunity to choose a school for their children beyond the assigned school. Parents may choose a private school, they may live in a district that offers choice among public schools, or they may select a school by moving into that school's community. An indicator in this volume examines parental choice of charter schools.

Teachers are critical to the learning process in schools. One indicator in the volume shows the extent to which recent college graduates enter teaching.

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 parent, teacher, and student attitudes, and students' sense of physical security and freedom from violence. Indicators in both of these areas are included in this volume.

The final aspect details 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. *The Condition of Education* describes the forms and amounts of financial support to education from public and private sources, how those funds are distributed among different types of schools, and on what they are spent. Among the indicators in this volume of *The Condition of Education* are indicators on variations in expenditures per student and trends in expenditures per student in elementary and secondary education.

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.

Learning Opportunities

Early Literacy Activities

Poor, near-poor, and nonpoor children were more likely to participate in literacy activities in 2005 than in 1993.

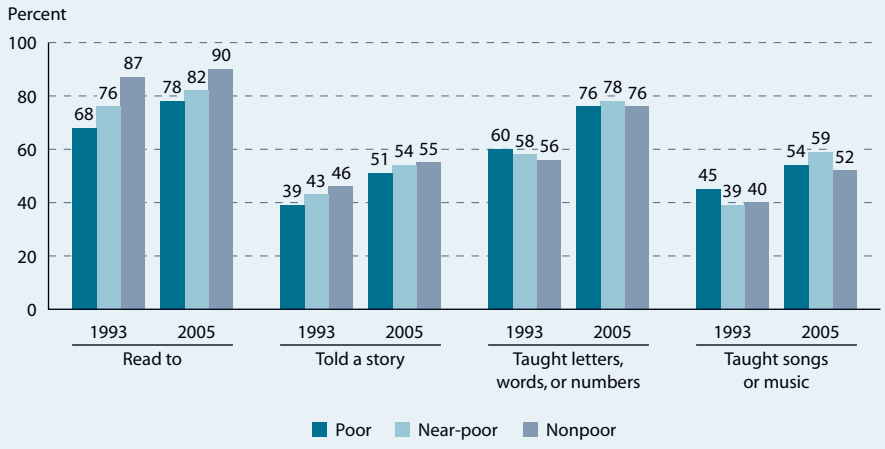
Children whose parents read to them tend to become better readers and perform better in school (Snow, Burns, and Griffin 1998). Other family activities such as telling stories and singing songs also encourage children's acquisition of literacy skills (Moss and Fawcett 1995).

The percentage of prekindergarten children ages 3–5 read to frequently by a family member (i.e., three or more times in the week preceding the survey) increased from 78 percent in 1993 to 86 percent in 2005 (see supplemental table 33-1). There were also increases in the percentage of children whose family members frequently told them a story (from 43 to 54 percent); taught them letters, words, or numbers (from 58 to 77 percent); and taught them songs or music (from 41 to 54 percent).

All children regardless of poverty status were more likely to have an adult read to them frequently in 2005 than in 1993; however, the increase among poor children (from 68 to 78 percent) was greater than the increase among nonpoor children (from 87 to 90 percent). Despite the greater increase for poor children, nonpoor children were still more likely than poor children to have a family member read to them frequently in 2005 as was also the case in 1993. For example, in 2005, a greater percentage of nonpoor children were read to than poor children (90 vs. 78 percent). However, in 2005, there were no measurable differences found between nonpoor and poor children for the other three home literacy activities.

The percentage of children who engaged in certain literacy activities in 2005 varied by parents' education and race/ethnicity. Children whose parents had at least a high school diploma or equivalent were more likely to be read to and taught letters, words, or numbers than those children whose parents had less than a high school diploma. White children were more likely than Black or Hispanic children to have a family member read to them. However, a greater percentage of Hispanic children than White children were taught songs or music.

EARLY LITERACY ACTIVITIES: Percentage of prekindergarten children ages 3–5 who participated in home literacy activities with a family member three or more times in the preceding week, by poverty status: 1993 and 2005



NOTE: "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold. See *supplemental note 1* for more information on poverty.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES) and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Table 33-1

Moss and Fawcett 1995

Snow, Burns, and Griffin 1998

Learning Opportunities

Afterschool Activities

In 2005, students in kindergarten through 8th grade from nonpoor families were more likely to participate in afterschool activities than students from poor and near-poor families.

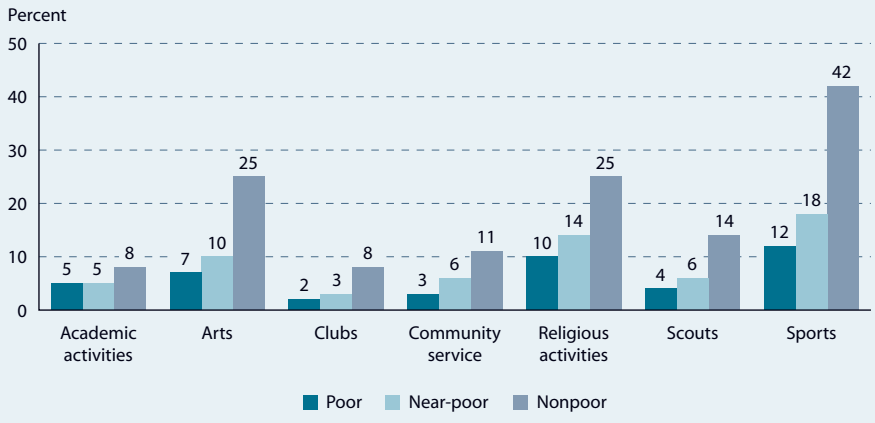
This indicator looks at kindergarten through 8th-grade (grades K–8) students' participation in various afterschool activities in 2005. Parents whose children in grades K–8 currently participate in activities outside of school (either primarily for supervision[1] or enrichment) were asked whether their children had participated in a series of specific activities since the beginning of the school year.

In 2005, among all students in grades K–8, some 31 percent participated in sports, 20 percent in religious activities, 18 percent in arts (e.g., music, dance, or painting), 10 percent in scouts, 8 percent in community service, 7 percent in academic activities (e.g., tutoring or mathematics laboratory), and 6 percent in clubs (e.g., yearbook, debate, or book club) (see supplemental table 34-1). Between 2001 and 2005, the percentages of students participating in academic activities, clubs, community service, and sports increased (see supplemental table 34-2).

Rates of participation varied by student and school characteristics in 2005. For example, a greater percentage of students from nonpoor families participated in each of the activities than students from poor and near-poor families (see supplemental table 34-1). Similarly, a greater percentage of students in two-parent households participated in these activities than students in one-parent or guardian-only households with one exception: there was no measurable difference for participation in academic activities.

In terms of student and school characteristics, in 2005 a greater percentage of females than males were involved in arts, clubs, community service, religious activities, and scouts. However, a greater percentage of males than females participated in sports (34 vs. 28 percent). A greater percentage of students in grades 6–8 than students in grades K–2 participated in academic activities (9 vs. 3 percent), arts (19 vs. 15 percent), clubs (9 vs. 2 percent), community service (14 vs. 2 percent), religious activities (23 vs. 15 percent), and sports (34 vs. 26 percent). Furthermore, a greater percentage of students in private schools than students in public schools participated in these specific afterschool activities with the exception of religious activities.

AFTERSCHOOL ACTIVITIES: Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by poverty status: 2005



[1] In some cases, children participate in afterschool activities not just for enjoyment or enrichment, but also so that their parents, who are often working, may be assured that they are supervised by adults in a safe setting.

NOTE: "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold. See *supplemental note 1* for more information on poverty. Homeschooled children are excluded. When asked about their children's participation in various afterschool activities (regularly scheduled at least once a month), parents could respond either "yes" or "no." Shown is the percentage of parents who responded "yes" for each activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 34-1, 34-2

Learning Opportunities

Student/Teacher Ratios in Public Elementary and Secondary Schools

Student/teacher ratios tend to be higher in public schools with larger enrollments than in public schools with smaller enrollments.

The ratio of students to teachers, which is frequently used as a proxy measure for class size,[1] declined from 17.6 students per teacher in 1990 to 16.5 in 2003 for all regular[2] public elementary, secondary, and combined schools (see supplemental table 35-1). The patterns are different, however, when public elementary, secondary, and combined schools are examined separately.

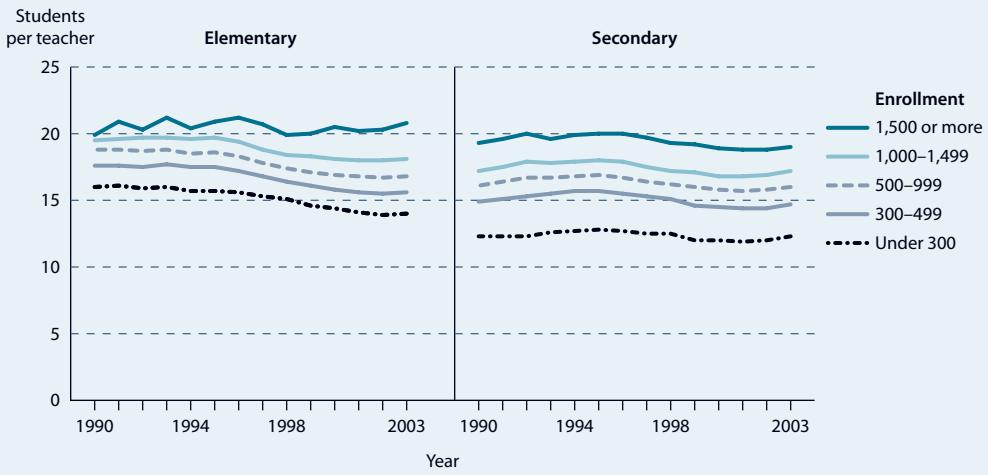
As with all regular public schools, the student/teacher ratio for regular public elementary schools declined between 1990 and 2003 (from 18.2 to 16.3), with most of the decline occurring after 1995. Generally, elementary schools in each enrollment category showed similar patterns except in the largest schools (1,500 students or greater), where the student/teacher ratio increased from 19.9 to 20.8 students per teacher.

In contrast, student/teacher ratios for all regular public secondary schools increased between 1990 and 1995 (from 16.7 to 17.7) and then declined to 17.0 in 2003. Secondary schools in each enrollment category showed similar patterns.

In regular public combined schools (that include both elementary and secondary grades), student/teacher ratios were about the same in 2003 as in 1990. When examined by enrollment category, the student/teacher ratios for all but the largest schools in 2003 were similar to the ratio in 1990 or had declined. The student/teacher ratio for the largest schools increased from 19.0 in 1990 to 20.8 in 2003.

In every year from 1990 through 2003, the student/teacher ratio was positively associated with the enrollment for elementary, secondary, and combined regular public schools; the student/teacher ratio for any given enrollment category was always larger than that of any smaller enrollment category. For example, in 2003, regular elementary schools with over 1,500 students enrolled 6.9 more students per teacher, on average, than regular elementary schools with enrollments under 300. During this period, the gap between the student/teacher ratios for the largest and smallest schools grew for elementary (from 3.9 to 6.9) and combined regular public schools (from 8.1 to 9.5).

STUDENT/TEACHER RATIO: Student/teacher ratios in regular public elementary and secondary schools, by level and enrollment of school: Fall 1990–2003



[1] Student/teacher ratios do not provide a direct measure of class size because they are based on the amount of time in full-time equivalents that all teachers in a school spend instructing students. These teachers include classroom teachers; prekindergarten teachers in some elementary schools; art, music, and physical education teachers; and teachers who do not teach regular classes every period of the day.

[2] Regular schools include all schools except special education schools, vocational schools, and alternative schools.

NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total enrollment. This analysis excludes schools that did not report both enrollment and teacher data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990–91 through 2003–04, previously unpublished tabulations (July and August 2005).

FOR MORE INFORMATION:

Supplemental Note 3

Supplemental Table 35-1

School Choice

Parental Choice of Schools

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

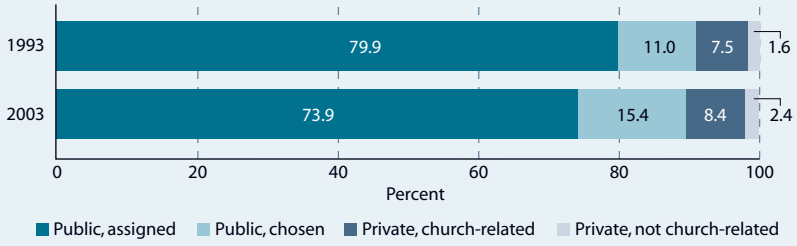
Between 1993 and 2003, the percentage of students in grades 1–12 attending a "chosen" public school (a public school other than their assigned public school) increased from 11 to 15 percent, while the percentage attending assigned public schools decreased from 80 to 74 percent (see supplemental table 36-1). The percentages of students attending private schools also increased during this period (0.9 percentage points for private church-related schools and 0.8 percentage points for private not church-related schools); these increases, however, were smaller than the increase in the percentage of students attending chosen public schools. This indicator examines the availability of public school choice programs and the students who attend chosen public schools, as reported by parents.[1]

When asked whether they could send their child to a chosen public school, the parents of 51 percent of students reported having such a choice (see supplemental table 36-2). Not all students' parents, however, were equally likely to report that they had this choice. For instance, parents of students in grades 9–12 compared with grades 1–5 (54 vs. 50 percent), as well as parents of students in the West compared with those in the Northeast and South (61 vs. 39 and 47 percent, respectively), were more likely to report having choice over their child's public school.

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

Another way in which parents can choose schools is to move to a neighborhood so that their children can attend a particular school. In 2003, the parents of 24 percent of students reported that they moved to their current neighborhood so that their children could attend their current school (see supplemental table 36-3).

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



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

[1] In some school districts, the child is assigned to a specific school; in others, the parents can choose the school their child will attend. Parents may also be able to choose a school from outside the home district. Estimates in this indicator are based on parents' responses and parents may or may not know whether such choice is available.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES), School Safety and Discipline Survey of the 1993 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulations (May 2004).

FOR MORE INFORMATION:

Supplemental Note 3

Supplemental Tables 36-1, 36-2, 36-3

NCES 2003-031

Teachers

Elementary/Secondary School Teaching Among Recent College Graduates

Overall, the proportion of bachelor's degree recipients who had taught at the kindergarten through 12th-grade level within a year of graduation or who had prepared to teach but not taught remained steady during the 1990s.

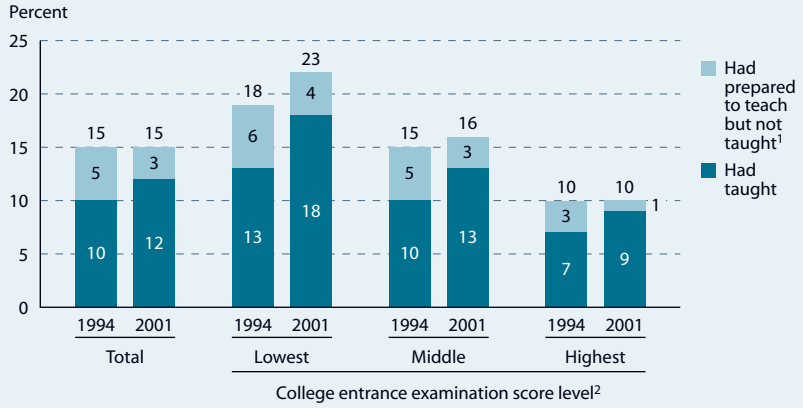
Twelve percent of 1999–2000 bachelor's degree recipients taught in a K–12 school within a year of graduation, up from 10 percent for their 1992–93 counterparts. However, the earlier graduates were more likely than the later ones to have prepared to teach[1] but not taught (5 vs. 3 percent). As a result, the overall proportion who had either taught or prepared to teach but not taught was the same for both cohorts (15 percent).

Among education majors, the 1999–2000 graduates showed a greater inclination than the 1992–93 graduates to teach: 80 percent of education majors graduating in 1999–2000 had either taught within a year or prepared to teach but not taught, compared with 71 percent of their 1992–93 counterparts (see supplemental table 37-1).

Teachers' academic qualifications have been measured using college entrance examination (CEE) scores (SAT or ACT) or grade point averages (GPAs), although both measures have limitations (NCES 2005-161). Not everyone takes a CEE, and even if they do, their scores do not capture their college performance because the tests are taken before students enter college. GPAs measure academic performance in college, but grades are not standardized within or among institutions. The proportion of graduates who had either taught or prepared to teach but not taught increased between 1992–93 and 1999–2000 for those with the lowest CEE scores[2] (from 18 to 23 percent), but not for those with CEE scores in the middle range (15 to 16 percent) or at the highest level (10 percent in both years). There was no measurable change for graduates at any specific GPA level.

Among 1999–2000 graduates who had taught within a year of graduation, 66 percent taught first in an elementary school, 30 percent in a secondary school, and 4 percent in a combined school (see supplemental table 37-2). To place this in context, 63 percent of all teachers in 1999–2000 taught in elementary schools, 31 percent in secondary schools, and 7 percent in combined schools.[3] Teachers with the highest CEE scores were more likely to have taught in a secondary school (48 percent) than were those with scores at the middle and lower levels (32 and 25 percent, respectively) (see supplemental table 37-2).

TEACHING AMONG RECENT COLLEGE GRADUATES: Percentage of 1992–93 and 1999–2000 bachelor's degree recipients who had taught in a K–12 school and who had prepared to teach but not taught, by college entrance examination score: 1994 and 2001



[1] "Prepared to teach" means either that graduates were certified or that they had completed a teacher education program or student teaching assignment but were not yet certified.

[2] Graduates' CEE scores are either the combined SAT score (sum of the SAT verbal and math scores) or the ACT composite score converted to an estimated SAT combined score. The three levels of scores represent the bottom fourth, middle half, and top fourth. Twenty-two percent of 1993 and 31 percent of 2000 bachelor's degree recipients did not have scores.

[3] U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey (SASS), previously unpublished tabulation (January 2006).

NOTE: "Taught" excludes instructional aides and long- and short-term substitute teachers. See *supplemental note 3* for more information on college entrance examination scores, grade point averages, and undergraduate major categories.

SOURCE: Henke, R.R., Peter, K., Li, X., and Geis, S. (2005). *Elementary/Secondary School Teaching Among Recent College Graduates: 1994 and 2001* (NCES 2005-161), tables 13 and 14. Data from U.S. Department of Education, National Center for Education Statistics, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01).

FOR MORE INFORMATION:

Supplemental Note 3

Supplemental Tables 37-1, 37-2

NCES 2005-161

School Characteristics and Climate

Parents' Attitudes Toward Schools

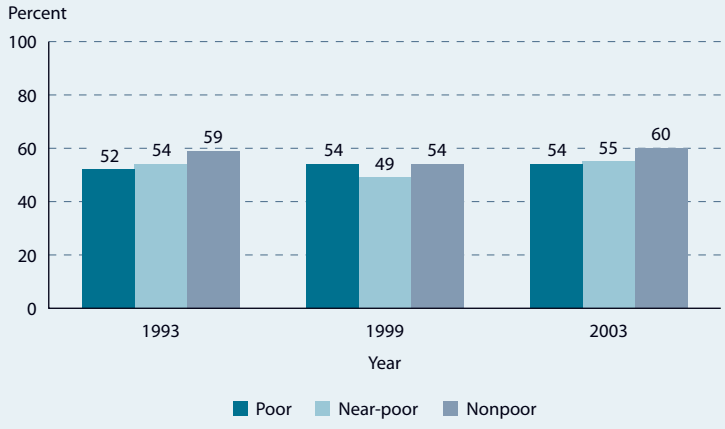
In 2003, more than half of all children in grades 3–12 had parents who reported that they were "very satisfied" with their child's school, their child's teachers, the school's academic standards, and the school's order and discipline.

In 2003, more than half of all children in grades 3–12 had parents who reported that they were "very satisfied" with each of the following aspects of their child's education: their child's school (58 percent), their child's teachers (59 percent), the school's academic standards (58 percent), and the school's order and discipline (60 percent) (see supplemental table 38-1). Comparisons with comparable data for 1993 show no measurable differences in the parents' reported satisfaction with each of these four aspects of their child's education.

In 2003, a greater percentage of White children in grades 3–12 than Black children had parents who reported being very satisfied with each of the four aspects of their child's education. The percentage of White children with parents who reported being very satisfied with their child's school increased from 57 percent in 1993 to 60 percent in 2003, whereas no measurable differences were found between these years in the percentages of Black and Hispanic children with parents who reported being very satisfied with their child's school.

Differences in parental levels of satisfaction with each of these four aspects of their child's education were also found by poverty, grade level, and school type. In 2003, the percentages of children with parents who reported being very satisfied with their child's school, its academic standards, and its order and discipline were higher for those who were categorized as nonpoor than for those categorized as near-poor or poor. The percentages of children in grades 3–5 with parents who reported being very satisfied with each of the four aspects of their child's education were greater than the percentages of children in grades 6–8 and grades 9–12. In addition, the percentages of children in private schools with parents who reported being very satisfied with each of these four aspects were greater than the percentages of children in public schools, while the percentages of children in chosen public schools were greater than the percentages in assigned public schools.

ATTITUDES TOWARD SCHOOL: Percentage of children in grades 3–12 whose parents were very satisfied with their schools, by poverty status: 1993, 1999, and 2003



NOTE: "Near-poor" is defined as 100–199 percent of the poverty threshold; "nonpoor" is defined as 200 percent or more than the poverty threshold. Data include both public and private school students in grades 3–12. When asked how satisfied they were with four aspects of their child's education (their child's school, their child's teachers, the school's academic standards, and the school's order and discipline) parents could respond in four ways: "very satisfied," "somewhat satisfied," "somewhat dissatisfied," or "very dissatisfied." Shown is the percentage of parents who reported being "very satisfied."

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Safety and Discipline Survey of the 1993 National Household Education Surveys Program (NHES), Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulation (August 2005).

FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Table 38-1

School Characteristics and Climate

School Violence and Safety

From 1992 through 2003, there was a general decline in the rate at which students ages 12–18 were victims of theft and violent crime at school.

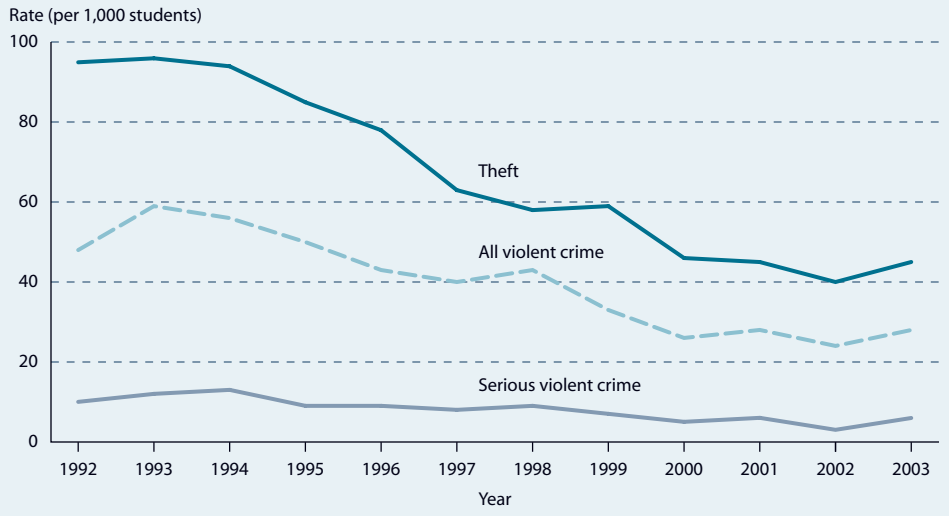
Theft and violence that occur at school[1] can lead to a disruptive and threatening environment, physical injury, and emotional stress, all of which can be obstacles to student achievement (Elliott, Hamburg, and Williams 1998). To measure the prevalence of theft and violence in our nation's schools, this indicator examines nonfatal crime rates per 1,000 students, ages 12–18, from 1992 through 2003. 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 2003, the rate of crime against students at school declined by 53 percent for theft (from 95 to 45 crimes per 1,000 students) and by 42 percent for all violent crime (from 48 to 28 crimes per 1,000 students) (see supplemental table 39-1). There was no measurable change in the total nonfatal rate of crime against students at school from 2002 to 2003. The rates for these crimes, from 1992 through 2003, also decreased for the time when students were away from school. 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 2003, a greater percentage of high school-age students (ages 15–18) than middle school-age students (ages 12–14) were victims of crime away from school (see supplemental table 39-2). However, no measurable difference was found between high school-age and middle school-age students in the rates at which they were victims of crime at school. The rates of violent crime at school, especially serious violent crime, were higher for urban students than for suburban students. No measurable difference was found between suburban and urban students in their rates of violent crime away from school. A greater percentage of students from high-income households than students from low-income households[2] were victims of theft at school.

In 2003, a greater percentage of White and Black students than Hispanic students were victims of theft at school. No measurable difference was found between males and females in the rates at which they were victims of theft at school. However, a greater percentage of males than females were victims of 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: 1992–2003



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

[2] As defined in this context, 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.F., Peter, K., Noonan, M., Snyder, T.D., and Baum, K. (2005). *Indicators of School Crime and Safety: 2005* (NCES 2006-001/NCJ 210697), table 2.1. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2003.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 39-1, 39-2

Elliott, Hamburg, and Williams 1998

Finance

Variations in Expenditures per Student

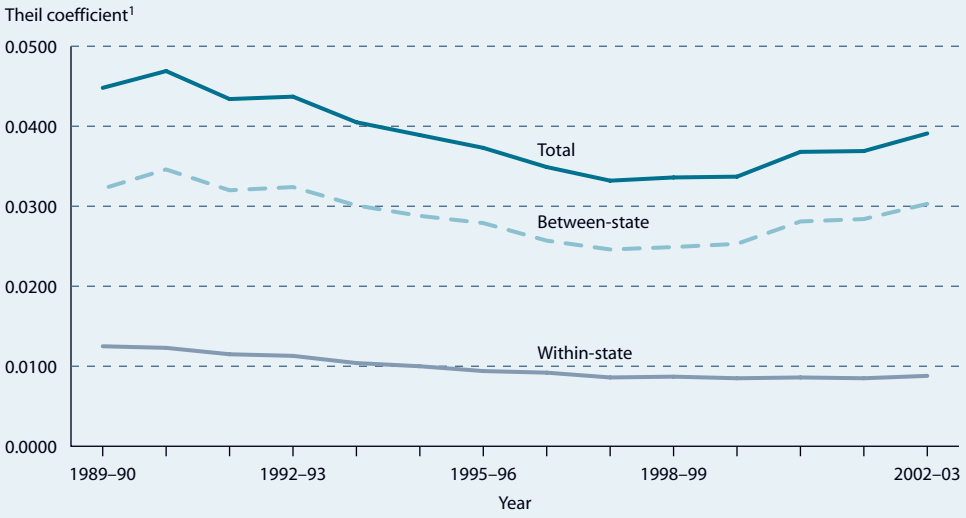
Between 1989–90 and 2002–03, differences between states accounted for a greater proportion of the variation in instructional expenditures per student among unified public school districts than differences within states.

Although there are a number of measures that can be used to measure the variation in instructional expenditures across school districts, the Theil coefficient was selected because it provides a national measure of differences in instructional expenditures per student that can be decomposed into separate components to measure school district-level variations both between states and within states. A coefficient of zero indicates that there is no variation, and the amount of variation present increases as the Theil coefficient increases in size.

Analysis of instructional expenditures data for grades K through 12 in unified public school districts shows that there is variation across school districts and that the majority of this variation is due to differences between states, rather than differences within states (see supplemental table 40-1). Analysis of these data over time shows that the size of the variation decreased between 1989–90 and 1997–98, and although the variation has increased in size since the late 1990s, it remains lower than that registered in the early 1990s. As was the case for the total variation, when the variations due to between- and within-state differences are considered separately, both components showed decreases between 1989–90 and 1997–98. However, since 1997–98 the trends have changed. The between-state component increased, while the within-state component remained largely unchanged, with the between-state variation accounting for 74 percent of the total disparity in 1997–98 and 78 percent in 2002–03. Hence, the increase in the total variation between 1997–98 and 2002–03 was largely due to increases in the variation across states.

Changes in the variation in instructional expenditures over time may reflect differences across school districts in the trends in the amount of services or goods purchased, such as the number of classroom teachers hired. However, they may also be attributed to differences in the trends in the costs of items purchased, such as teacher salaries. The variations in the trends in the amounts of services or goods purchased may, in part, reflect various state litigation and school finance reform efforts.

VARIATIONS IN EXPENDITURES: The variation in instructional expenditures in unified public elementary and secondary school districts, by source of the variation: 1989–90 to 2002–03



[1] The Theil coefficient measures dispersion for groups within a set (i.e., states within the country) and indicates relative dispersion and any variations that may exist among them. See *supplemental note 11* for more information.

NOTE: Public elementary and secondary unified districts are those districts that serve both elementary and secondary grades. In 2002, approximately 72 percent of all school districts were unified school districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "Longitudinal School District Fiscal-Non-Fiscal File, School Year 1989–90 to 1999–2000, Fiscal Year (FY) 1990 to 2000" and "School District Finance Survey (Form F-33)," 2000–01 to 2002–03, previously unpublished tabulation (October 2005).

FOR MORE INFORMATION:

Supplemental Notes 3, 11

Supplemental Table 40-1

NCES 2000-020

NCES 2001-323

Murray, Evans, and Schwab 1998

Finance

Public Elementary and Secondary Expenditures by District Poverty

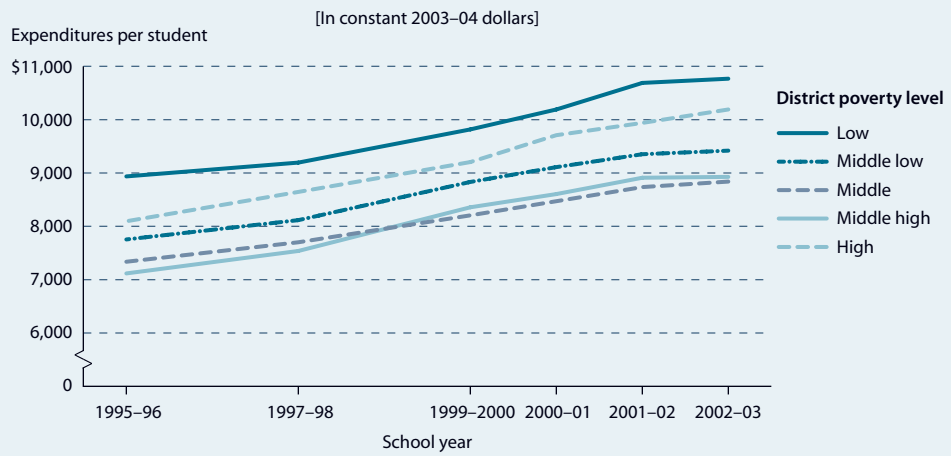
Total expenditures per student in 2002–03 were highest in the most affluent school districts and next highest in the least affluent school districts.

Expenditures per student in public elementary and secondary schools vary by the level of poverty in a district. For example, in 2002–03 total expenditures per student were highest in low-poverty districts ($10,768), next highest in high-poverty districts ($10,191), and lowest in middle-poverty districts ($8,839) (see supplemental table 41-1).[1] District poverty was determined by ranking school districts by the percentage of related children ages 5–17 from all district families with an income below the poverty threshold, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children.

Between 1995–96 and 2002–03, total expenditures per student increased by 23 percent in constant dollars, from $7,847 to $9,630. Total expenditures per student increased the most for the high-poverty districts (26 percent) and the middle high-poverty districts (25 percent). Expenditures in the other three categories increased between 20 and 22 percent.

Current expenditures, which include instructional, administrative, and operation and maintenance expenditures, followed a similar pattern as total expenditures. The low-poverty and high-poverty districts had the highest current expenditures per student in 2002–03 (see supplemental table 41-2). However, unlike total expenditures, the high-poverty districts had the highest current expenditures per student ($8,780), followed by the low-poverty districts ($8,663). As with total expenditures per student, middle-poverty districts had the lowest current expenditures per student ($7,364). Current expenditures per student increased at a slower rate than did total expenditures between 1995–96 and 2002–03 (20 vs. 23 percent). As with total expenditures per student, current expenditures per student increased the most for the high-poverty districts (25 percent) and the middle high-poverty districts (23 percent). Current expenditures in the other three categories increased between 16 and 20 percent.

TOTAL EXPENDITURES PER STUDENT: Public school district expenditures per student, by district poverty level: Various years, 1995–96 to 2002–03



[1] Total expenditures include all expenditures allocable to per student costs—current expenditures for regular school programs, capital outlay, and interest on school debt. All expenditures in this indicator are in constant 2003–04 dollars. The Consumer Price Index (CPI) was used to adjust expenditures into constant dollars. See *supplemental note 11* for information on the CPI and classifications of expenditures.

NOTE: See *supplemental note 1* for further information on poverty. 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 Commerce, Census Bureau, "Small Area Income & Poverty Estimates," 1995–96, 1997–98, and 1999–2000 to 2002–03; and U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 to 2002–03, previously unpublished tabulation (September 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 11

Supplemental Tables 41-1, 41-2

Finance

Expenditures in Public Elementary and Secondary Schools by Expenditure Category

Expenditures per student rose 25 percent in constant dollars from 1989–90 to 2002–03, with capital expenditures increasing the fastest.

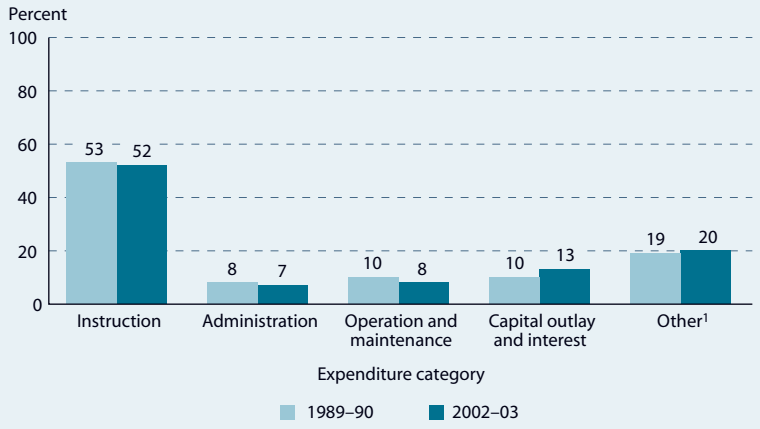
This indicator examines expenditures per student in fall enrollment in public elementary and secondary schools, in constant dollars, by major expenditure category and region between 1989–90 and 2002–03. Total expenditures include all expenditures made by school districts (including direct support for and on behalf of school districts). They include current expenditures, such as instruction, administration, operation and maintenance, and capital outlay and interest on school debt. Total expenditures per student are calculated by dividing total fall enrollment into total expenditures.

Total expenditures per student rose 25 percent in constant dollars, from $7,692 in 1989–90 to $9,644 in 2002–03. This rate of increase in total expenditures was not evenly distributed among the major categories of expenditures (see supplemental table 42-1). Among the five major categories of expenditures, spending on capital outlay and interest increased the most between these years (64 percent). In contrast, instructional expenditures increased 23 percent and spending on administration and on operation and maintenance each increased 7 percent.

In 2002–03, some 52 percent of the $9,644 spent on students in public elementary and secondary schools went toward instructional expenditures such as teacher salaries and benefits (see supplemental table 42-2). About 13 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 2002–03 reveals that expenditures per student were highest in the Northeast, followed by the Midwest, West, and South. This regional pattern held true for each major expenditure category except capital expenditures, which were highest in the Midwest (see supplemental table 42-1). A higher percentage of total expenditures went toward instruction in the Northeast (57 percent) than in the other regions (50 to 52 percent). However, in the Northeast, a smaller percentage of total expenditures (10 percent) went toward capital expenditures than in the other regions (14 to 15 percent) (see supplemental table 42-2).

EXPENDITURES BY CATEGORY: Percentage distribution of total expenditures in public elementary and secondary schools, by expenditure category: 1989–90 and 2002–03



[1] Other expenditures include funds for student support, instructional staff, student transportation, other support services, food services, and enterprise operations, all of which are components of current expenditures. Also included in other expenditures are funds for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

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 2003–04 dollars. See *supplemental note 11* 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, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2002–03, previously unpublished tabulation (July 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 11

Supplemental Tables 42-1, 42-2

Finance

International Comparisons of Expenditures for Education

Wealthy countries generally spend more per student on education than countries with lower gross domestic product (GDP) per capita. They also generally tend to spend a larger proportion of their GDP per capita on education than less wealthy countries.

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

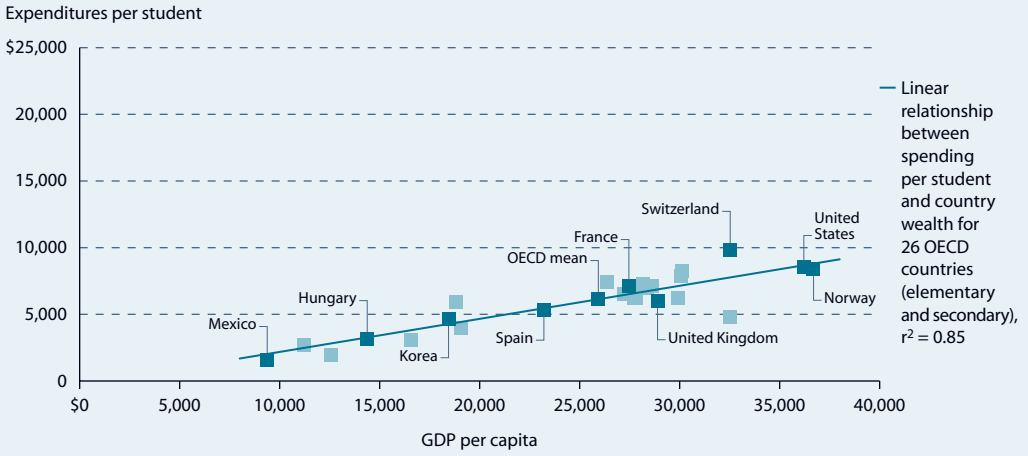
In 2002, expenditures per student for the United States were $8,556 at the combined elementary and secondary level, which was higher than the average of $6,134 for the member countries of the Organization for Economic Cooperation and Development (OECD) reporting data (see supplemental table 43-1). At the postsecondary level, the U.S. expenditures per student were $20,545, higher than the OECD average of $10,641. Expenditures per student varied widely across the OECD countries, ranging from $1,587 (Mexico) to $12,361 (Luxembourg) at the combined elementary and secondary level and from $4,731 (Greece) to $23,714 (Switzerland) at the postsecondary level.

A country's wealth (defined as GDP per capita) was positively associated with expenditures per student on education at the elementary/secondary and postsecondary levels. For example, a $10,000 change in GDP per capita resulted in a 40 percent increase in the average expenditure per student at the elementary and secondary level and a 45 percent increase in the average expenditure per student at the postsecondary level.

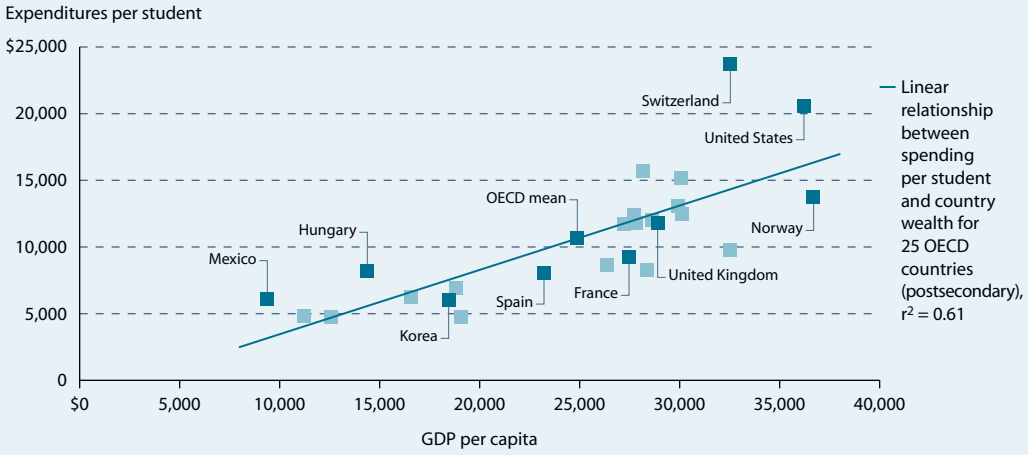
A country's wealth was also positively associated with the proportion of total GDP devoted to total education expenditures.[1] For example, a $10,000 change in GDP per capita resulted in one-half of a percentage point increase in the average proportion of total GDP devoted to total education expenditures.

In 2002, the United States spent the highest percentage of its GDP on total education expenditures (6.7 percent) among the OECD countries reporting data. Looking at education expenditures by level, the United States spent 4.1 percent of its GDP on elementary and secondary education, higher than the average of 3.8 percent for all OECD countries reporting data. Compared with the United States, 10 countries spent a higher percentage of their GDP on elementary and secondary education, led by Iceland at 5.5 percent. At the postsecondary level, 2.6 percent of the GDP of the United States was spent on education expenditures, higher than the average of 1.4 percent for all OECD countries reporting data. The United States spent a greater percentage of its GDP on postsecondary education than did all other OECD countries reporting data.

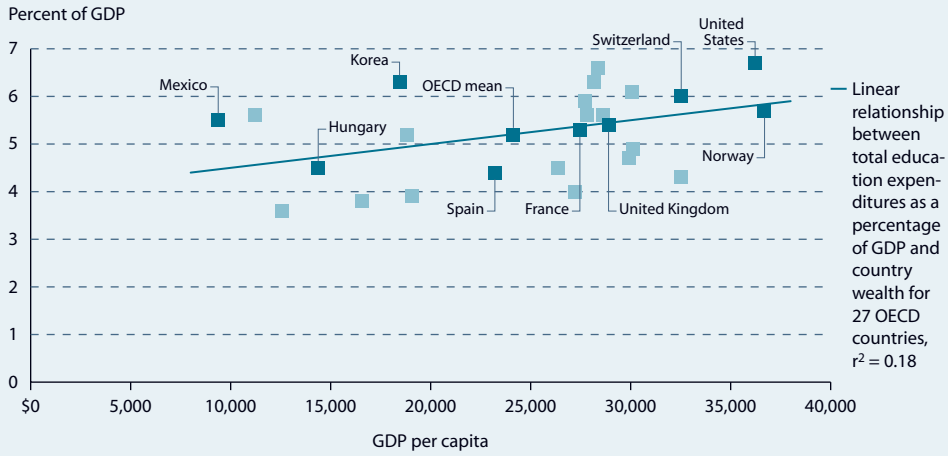
EXPENDITURES FOR EDUCATION: Annual expenditures per student in relation to GDP per capita for elementary and secondary education in selected OECD countries: 2002



EXPENDITURES FOR EDUCATION: Annual expenditures per student in relation to GDP per capita for postsecondary education in selected OECD countries: 2002



EXPENDITURES FOR EDUCATION: Annual total education expenditures as a percentage of GDP, by GDP per capita in selected OECD countries: 2002



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

NOTE: Per student expenditures are based on public and private full-time-equivalent (FTE) enrollment figures and on current expenditures and capital outlays from both public and private sources where data are available. Purchasing Power Parity (PPP) indices are used to convert other currencies to U.S. dollars (i.e., absolute terms). Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries. Canada, Germany, Luxembourg, New Zealand, and Turkey are not included due to missing data on expenditures per student. The OECD average for GDP per capita for each figure is based on the number of countries with data available (26 for first figure; 25 for second figure; 27 for third figure).

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2005). *Education at a Glance: OECD Indicators, 2005*, tables B1.1, B2.1c, and X2.1. Data from OECD Education Database, previously unpublished tabulation (August 2005).

FOR MORE INFORMATION:
Supplemental Note 6
Supplemental Table 43-1

Finance

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 2002–03, while the proportion grew in the South and West.

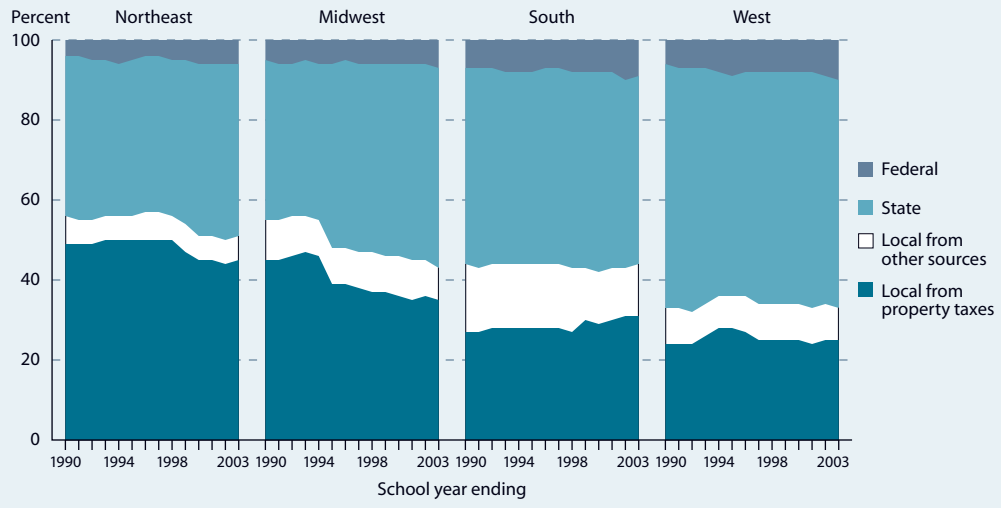
From 1989–90 to 2002–03, total elementary and secondary public school revenues increased 47 percent in constant dollars. During this period, the total amount from each revenue source (federal, state, and local) increased (see supplemental table 44-1), though not at the same rate. Federal and state revenues increased at a faster rate than all local revenues (both property tax revenue and other local revenue). Thus 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 2002–03 (see supplemental table 44-2), while the proportion of total revenue flowing to public schools from both federal and state sources increased between these years.

Although total revenues for elementary and secondary public schools increased in each region, different regional patterns of change in the distribution of public school revenues are evident. 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 43 percent in 2002–03. Declines in the proportion of property tax revenue accounted for most of this decrease.[1] The Northeast also experienced declines in the proportion of revenue from local sources. In both regions, there were increases in the proportion of total revenue from federal and state sources.

The South and West during this period experienced little change (less than 1 percentage point) in the proportion of total revenue from local sources. However, the proportion of funding from property tax revenues in the South increased from 27 percent in 1989–90 to 31 percent in 2002–03, while it increased from 24 to 25 percent in the West. In both the South and the West, the proportion of revenue from state sources decreased and the proportion from federal sources increased.

In 2002–03, 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 was greater in 2002–03 than in 1989–90. Conversely, the differences between the Northeast and the other two regions were greater in 1989–90 than in 2002–03.

CHANGES IN REVENUE SOURCES: Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: 1989–90 to 2002–03



[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 11* 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, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2002–03, previously unpublished tabulation (July 2005).

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 11

Supplemental Tables 44-1, 44-2

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Section 5

Contexts of Postsecondary Education

Contents

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 2000–2006 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

Introduction: Contexts of Postsecondary Education

The indicators in this section of *The Condition of Education* examine features of postsecondary education, many of which parallel those presented in the previous section on elementary and secondary education. There are 16 indicators in this section: 6, prepared for this year's volume, appear on the following pages, and all 16, 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 have more open admissions policies. 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. Data on degree recipients show trends in the number and fields of study for bachelor's and associate's degree recipients.

Distinct from curriculum but also important to monitor are opportunities to learn in postsecondary education. Information on distance education courses taught by faculty is presented in the volume. Indicators available on the Web show the provision of and participation in remedial 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.

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

Finally, *The Condition of Education* examines financial support for education. Indicators in this year's volume show the availability of federal grants and loans as well as the total and net access price (the total price minus grants and loans) of attending a college or university. Additional indicators on the Web show the institutional aid available to students and the debt burden of college graduates.

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.

Programs and Courses

Degrees and Fields of Study

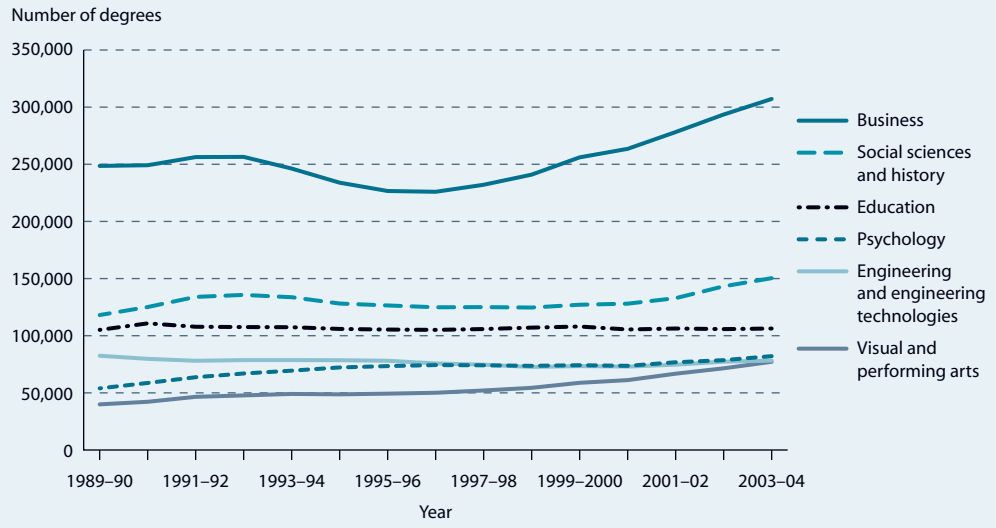
The number of bachelor's degrees awarded increased by 33 percent between 1989–90 and 2003–04, while the number of associate's degrees increased by 46 percent.

The number of bachelor's degrees awarded from academic years 1989–90 through 2003–04 increased by 33 percent (from 1.05 million to 1.40 million), while the number of associate's degrees awarded increased by 46 percent (from 455,000 to 665,000) (see supplemental tables 45-1 and 45-3). Growth in the number of bachelor's degrees awarded was greater during the second half of this period than the first half, while growth in the number of associate's degrees awarded was greater during the first half (see supplemental tables 45-2 and 45-3).

Each year during this period, more bachelor's degrees were awarded in business than in any other field (see supplemental table 45-1). Although there was a 24 percent increase in the number of bachelor's degrees awarded in business, the rate of increase was slower than the rate for bachelor's degrees overall (see supplemental table 45-2). Three of the next five largest fields in 2003–04 also experienced increases in the number of bachelor's degrees awarded, with visual and performing arts experiencing the greatest increase (93 percent). The sole decline in those five fields was in engineering and engineering technologies (a decline of 5 percent). The percentage of bachelor's degrees awarded increased in two of those five fields (4 vs. 6 percent for visual and performing arts and 5 vs. 6 percent for psychology) and decreased in two of those five fields (10 vs. 8 percent for education and 8 vs. 6 percent for engineering and engineering technologies). Eleven percent of bachelor's degrees were awarded in social sciences and history in both 1989–90 and 2003–04.

During this period, more associate's degrees were awarded in the field of liberal arts and sciences, general studies, and humanities than in any other field (see supplemental table 45-3). This field's percentage of associate's degrees grew from 29 percent in 1989–90 to 34 percent in 2003–04. In 2003–04, some 16 percent of all associate's degrees awarded were in each of the next two largest fields, business and health professions and related clinical sciences. The largest percentage change in associate's degrees awarded during this period was in computer and information sciences, which more than tripled (11,000 vs. 42,000).

BACHELOR'S DEGREES: Number of bachelor's degrees, by field of study: 1989–90 through 2003–04



NOTE: See *supplemental note 10* for more information on fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 250, and previously unpublished tabulation (July 2005). Data from U.S. Department of Education, NCES, 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99) and Fall 2000 through Fall 2004.

FOR MORE INFORMATION:

Supplemental Notes 3, 9, 10

Supplemental Tables 45-1, 45-2, 45-3

Learning Opportunities

Instructional Faculty and Staff Who Teach Undergraduates

Seventy-eight percent of full-time instructional faculty and staff at bachelor's, master's, and doctoral institutions taught at least one undergraduate class for credit in fall 2003, and 59 percent taught these classes exclusively.

This indicator examines the extent to which postsecondary faculty and instructional staff are directly involved in educating students. It does this by looking at the percentage of faculty and staff in 2003 who had instructional responsibilities that were associated with students earning credit, including teaching classes for credit and advising or supervising students' for-credit academic activities. Overall, about 90 percent of all faculty and instructional staff at degree-granting public and private not-for-profit postsecondary institutions had such instructional responsibilities in fall 2003 (NCES 2006-176).

Looking specifically at undergraduate teaching, among full-time instructional faculty and staff who taught for-credit classes at bachelor's, master's, and doctoral institutions, 78 percent taught at least one undergraduate class in fall 2003, and 59 percent taught undergraduate classes exclusively.[1] Instructors and lecturers were more likely than professors, associate professors, and assistant professors to have taught at least one undergraduate class in fall 2003 and to have taught only undergraduate classes.

Reflecting the broader mission of doctoral institutions, instructional faculty and staff at these institutions were less likely than those at master's or bachelor's institutions to have taught any undergraduate classes and to have taught such classes exclusively. Two-thirds of instructional faculty and staff at doctoral institutions taught at least one undergraduate class, and 46 percent taught them exclusively in fall 2003. In contrast, 90 percent of instructional faculty and staff at master's institutions, which educate graduate students but tend to be less focused on faculty research than doctoral institutions, taught any undergraduate classes in fall 2003, and 71 percent taught these classes exclusively. At bachelor's institutions, which focus on undergraduate education, 97 percent of instructional faculty and staff taught at least one undergraduate class, and 92 percent did so exclusively.

The likelihood of teaching undergraduates was also related to tenure status. At doctoral and master's institutions, instructional faculty and staff who were tenured or on the tenure track were less likely than nontenure-track faculty to teach undergraduates exclusively (see supplemental table 46-1).

UNDERGRADUATE TEACHING: Percentage of full-time instructional faculty and staff in doctoral, master's, and bachelor's degree-granting institutions who taught at least one undergraduate class for credit or who taught only undergraduate classes for credit, by academic rank: Fall 2003

	Taught at least one undergraduate class for credit				Taught only undergraduate classes for credit			
Academic rank	All	Doctoral	Master's	Bachelor's	All	Doctoral	Master's	Bachelor's
Total[2]	**77.6**	**66.6**	**89.7**	**97.4**	**59.2**	**45.6**	**70.8**	**92.3**
Professor	74.0	63.2	88.5	97.5	52.0	38.9	65.4	92.0
Associate professor	75.4	64.0	88.5	97.1	54.3	40.4	65.8	91.7
Assistant professor	78.2	64.5	89.6	98.2	60.7	44.1	72.0	92.0
Instructor	91.5	86.0	97.2	95.7	83.7	74.4	91.3	95.2
Lecturer	89.4	87.0	93.5	97.9	80.5	78.7	82.6	92.3

[1] Although the sample of institutions was not strictly comparable, the corresponding percentages in fall 1998 were 79 and 58 percent.

[2] Faculty who had some other title or no rank were included in the total but not shown separately.

NOTE: Included in the table are full-time faculty and instructional staff at public and private not-for-profit institutions who had instructional duties for which students earned credit in fall 2003. Because some bachelor's institutions award a small number of graduate degrees each year, some faculty at these institutions teach graduate students exclusively. Institutions categorized as Bachelor's/Associate's institutions are those that award primarily associate's degrees and certificates, but at least 10 percent of conferrals are bachelor's degrees. In this analysis, these institutions are included in the bachelor's category. See *supplemental note 9* for more information on the classification of postsecondary institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (September 2005).

FOR MORE INFORMATION:
Supplemental Notes 3, 9
Supplemental Table 46-1
NCES 2001-072
NCES 2006-176

Learning Opportunities

Distance Education by Postsecondary Faculty

The percentage of full-time instructional faculty and staff who teach distance education courses is greater at public institutions offering primarily associate's degrees and certificates than at other types of institutions.

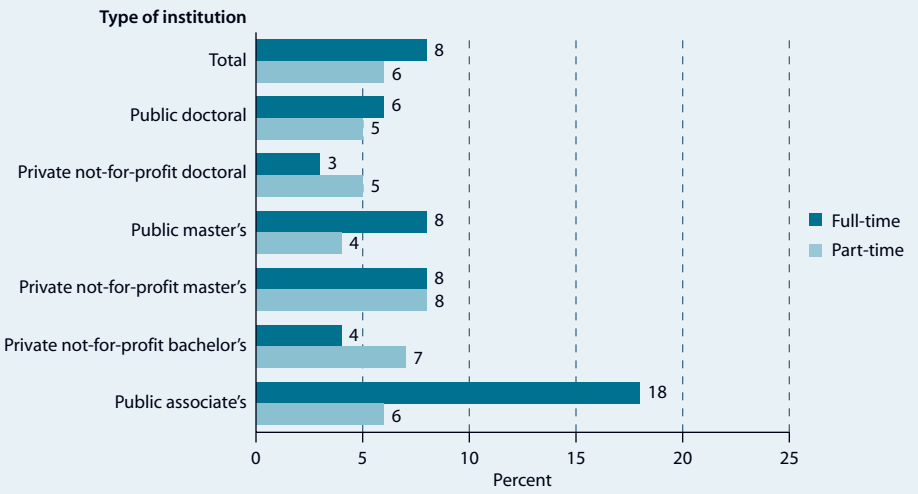
Distance education has become increasingly common in postsecondary education. In 2004–05, some 62 percent of public and private not-for-profit 2- and 4-year institutions offered distance education courses (defined as "an option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means").[1] A greater proportion of public than private not-for-profit institutions offered distance education courses: in the public sector about 88 percent of 2-year and 86 percent of 4-year institutions offered these courses, compared with 12 percent of 2-year and 40 percent of 4-year institutions in the private not-for-profit sector.

Although a majority of institutions offer distance education, a minority of instructional faculty and staff have taught these courses, defined in the faculty survey as "classes in which students and instructors are separated either primarily or exclusively by distance or time." Eight percent of full-time and 6 percent of part-time instructional faculty and staff reported teaching a distance education course in fall 2003.

The percentage of instructional faculty and staff who taught distance education courses was related to their employment status (full- or part-time) and the type of institution in which they taught. A larger percentage of full-time instructional faculty and staff at public institutions offering primarily associate's degrees and certificates taught a distance education course (18 percent), compared with their part-time counterparts at the same type of institution (6 percent) or either full- or part-time instructional faculty and staff at any other type of institution (3–8 percent).

Full-time instructional faculty and staff were more likely than their part-time counterparts to have taught a distance education course (8 vs. 6 percent; see supplemental table 47-1). Among full- and part-time instructional faculty and staff, those who did not teach distance education carried a lighter courseload than their peers who taught distance education. Instructional faculty and staff who did not teach a distance education course taught an average of two classes in fall 2003, compared with four classes taught by their peers with courseloads that included a distance education course.

DISTANCE EDUCATION INSTRUCTION: Percentage of instructional faculty and staff who taught distance education courses, by type of institution and employment status: Fall 2003



[1] U.S. Department of Education, National Center for Education Statistics, 2004 Integrated Postsecondary Education Data System (IPEDS), previously unpublished tabulation (February 2006).

NOTE: Included are faculty and instructional staff at public and private not-for-profit institutions who had instructional duties for which students earned credit in fall 2003. Distance education includes classes in which students and instructors are separated either primarily or exclusively by distance or time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (November 2005).

FOR MORE INFORMATION:

Supplemental Notes 3, 9

Supplemental Table 47-1

NCES 2001-072

Faculty and Staff

Faculty Salary, Benefits, and Total Compensation

Average inflation-adjusted salaries for full-time instructional faculty increased 20 percent from 1979–80 through 2004–05. Faculty at private 4-year doctoral universities had higher salaries and benefits than faculty at other types of institutions.

Adjusted for inflation, the average salary for full-time instructional faculty has increased by 20 percent over the past 25 years to $63,300 in 2005 (see supplemental table 48-1). Average salaries were higher in 2004–05 than in 1979–80 for faculty in all academic ranks. The increase was greatest for instructors, whose average salary increased by 37 percent, followed by 25 percent for professors. The average salary increased at all types of institutions as well, ranging from a low of 8 percent at public 2-year colleges to a high of 41 percent at private 4-year doctoral universities. Overall, the average salary increased more at private than at public institutions.

Faculty earned the most, on average, at private 4-year doctoral universities. In 2004–05, full-time instructional faculty at private 4-year doctoral universities earned $13,700 more than full-time instructional faculty at public 4-year doctoral universities and between $28,400 and $50,800 more than their counterparts at other types of institutions.

Fringe benefits for faculty have increased proportionately more than salaries since 1979–80 (66 vs. 20 percent). As with salaries, faculty at private 4-year doctoral institutions received more in benefits, on average, than their colleagues at other types of institutions. Combining salary with benefits, full-time instructional faculty across all types of institutions received a total compensation package averaging $79,900 in 2004–05, about 27 percent more than they had received in 1979–80.

From 1979–80 through 2004–05, the proportion of full-time instructional faculty on 11- or 12-month contracts increased from 13 to 17 percent (see supplemental table 48-2). However, their average salary and benefits increased less than those of faculty on 9- or 10-month contracts (10 vs. 21 percent for salaries; 45 vs. 70 percent for benefits).

[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, or other benefits.

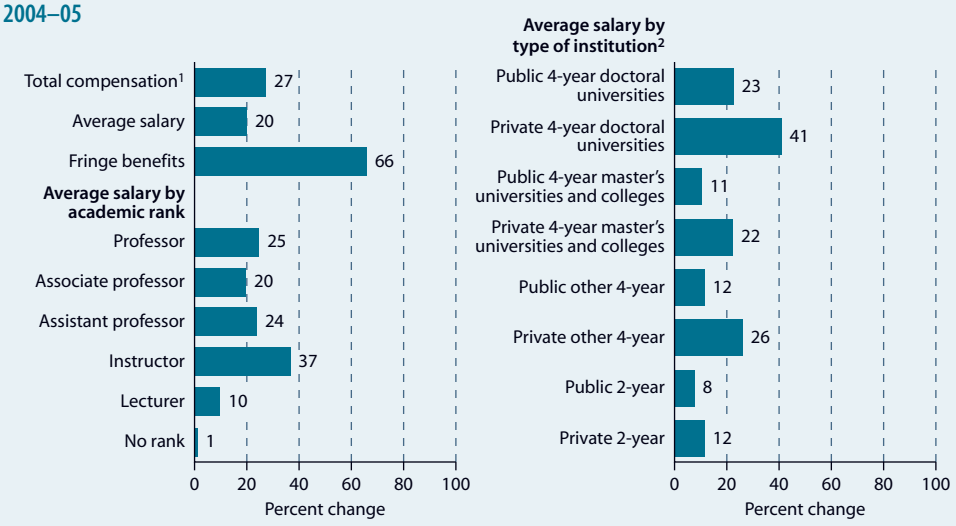
[2] Institutions in this indicator are classified based on the number of highest degrees awarded. For example, institutions that award 20 or more doctoral degrees per year are classified as doctoral universities. See *supplemental note 9* for more information about classifications of postsecondary institutions.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2004–05, there were about 2,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation were adjusted by the Consumer Price Index (CPI) to constant 2003–04 dollars. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. 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, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; 1989–90, 1999–2000, and 2004–05 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–04) and "Completions Survey" (IPEDS-C: 89–04), previously unpublished tabulation (September 2005).

FOR MORE INFORMATION:
Supplemental Notes 3, 9, 11
Supplemental Tables 48-1, 48-2

FACULTY SALARIES: Percentage change in total compensation, average salary by academic rank and type of institution, and fringe benefits of full-time instructional faculty at degree-granting institutions (adjusted for inflation): 1979–80 to 2004–05



Finance

Total and Net Access Price of Attending a Postsecondary Institution

For full-time dependent undergraduates, larger grants and loans generally compensated for increases in the total price of attending in the 1990s. Since 1999–2000, however, the net access price of attending a public 4-year institution has increased.

What and how undergraduates and their families pay for college have changed since the early 1990s. Growth in tuition and fees outpaced both inflation and median family income during this period (The College Board 2004) and the financial aid system changed. At the federal level, the 1992 reauthorization of the Higher Education Act expanded eligibility for financial aid, raised loan limits, and introduced unsubsidized loans for students regardless of income. Also, during the 1990s, the federal government introduced tax credits to ease the burden of paying for college, and states and institutions increased their grant programs, particularly programs considering merit (The College Board 2004; Horn and Peter 2003).

The total price of attending a postsecondary institution (also called "the student budget") includes tuition and fees, books and materials, and an allowance for living expenses. In 2003–04, the average price of attendance for full-time[1] dependent students was $9,800 at public 2-year institutions, $15,100 at public 4-year institutions, $29,500 at private not-for-profit 4-year institutions, and $18,100 at private for-profit less-than-4-year institutions. Between 1989–90 and 1999–2000, the average total price of attendance for these students increased at each of the four major types of institutions. Between 1999–2000 and 2003–04, it increased again at public 2-year institutions and at both types of 4-year institutions.

Many students and their families do not pay the full price of attendance, but receive financial aid to help cover their expenses. The primary types of aid are grants, which do not have to be repaid, and loans, which must be repaid.[2] Grants (including scholarships) may be awarded on the basis of financial need, merit, or both and include tuition aid from employers. The loan amounts reported in this indicator include student borrowing through federal, state, institutional, or alternative (private) loan programs and loans taken out by parents through the federal Parent Loans for Undergraduate Students (PLUS) program.

Between 1989–90 and 1999–2000, the average amount received in grants and the average amount borrowed, adjusted for inflation, both increased for full-time dependent undergraduates at public 2- and 4-year and private not-for-profit 4-year institutions. Between 1999–2000 and 2003–04, the average amount borrowed increased for students at public 2- and 4-year institutions and at private not-for-profit 4-year institutions. Increases in the average grant amount between 1999–2000 and 2003–04, however, were statistically significant only for students at public 4-year institutions.

The net access price is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance minus grants (which decrease the price) and loans (which postpone payment of some portion of expenses). Between 1989–90 and 1999–2000, grants and loans increased along with total price, and the only statistically significant increase in net access price occurred for full-time dependent undergraduates at public 2-year institutions. Between 1999–2000 and 2003–04, however, net access price increased at public 4-year institutions despite increases in both grants and loans during that period.

Within type of institution, families at different income levels were affected differently by changes in net access price (see supplemental table 49-1). For instance, while net access price increased overall at public 4-year institutions between 1999–2000 and 2003–04, only middle-income students faced statistically significant increases; there was no measurable change for low- and high-income students. At private not-for-profit 4-year institutions, where there was no statistically significant net access price increase overall between 1999–2000 and 2003–04, there was an increase for low-income students, but there was no measurable change for students at other income levels.

PRICE OF ATTENDANCE: Average total price, loans, grants, and net access price for full-time, full-year dependent undergraduates, by type of institution: 1989–90, 1999–2000, and 2003–04.

[1] Full time means they attended full time (as defined by the institution) for the full year (at least 9 months at a 2- or 4-year institution or 6 months at a less-than-4-year institution).

[2] Loans promote access to postsecondary education by providing the cash needed to enroll. However, because the funds must be repaid (with interest), loans defer rather than reduce the price of attending.

NOTE: Information on the use of tax credits by individual families is not available and therefore could not be taken into account in calculating net access price. Averages were computed for all students, including those who did not receive financial aid. Detail may not sum to totals because of rounding. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2003–04 dollars. See *supplemental note 11* for more information about the CPI-U. Estimates exclude students who were not U.S. citizens or permanent residents, and therefore were ineligible for federal student aid; students who attended more than one institution in a year, because of the difficulty matching information on price and aid; and students who attended private for-profit 4-year institutions, because of their small number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).

FOR MORE INFORMATION:
Supplemental Notes 3, 11
Supplemental Table 49-1
NCES 2003-157
NCES 2004-075
NCES 2004-158
The College Board 2004

Finance

Federal Grants and Loans to Undergraduate Students

From 1992–93 to 1999–2000, the percentage of full-time, full-year undergraduates with federal loans increased, while the percentage with federal grants did not. There were increases for both loans and grants from 1999–2000 to 2003–04.

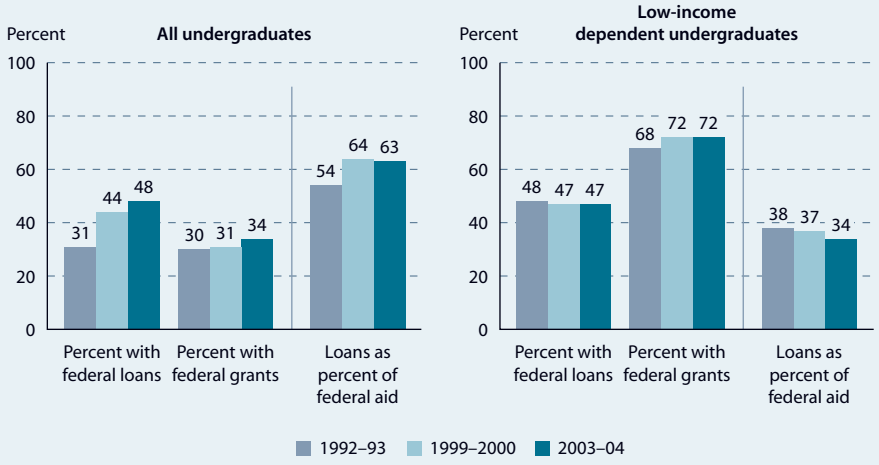
Grants and loans are the major forms of federal financial support to postsecondary students. Federal grants are available to undergraduates who qualify by income, whereas loans are available to all students. In 1992, the federal government increased loan limits, extended eligibility for subsidized loans to more middle- and high-income students, and introduced unsubsidized loans for students regardless of income. From 1992–93 to 2003–04, the annual amount of federal loans borrowed by both undergraduates and graduates grew from about $19 billion to $50 billion, while federal grants received by undergraduates grew from about $9 billion to $13 billion.[1]

This indicator examines the percentage of full-time, full-year undergraduates who borrowed through federal loan programs, the percentage receiving federal grants between 1992–93 (the last year before the changes took effect) and 2003–04, and the average annual amounts received by recipients in constant 2003–04 dollars (see supplemental table 50-1).

From 1992–93 to 1999–2000, the percentage of full-time undergraduates who had federal loans increased from 31 to 44 percent, while the percentage receiving grants remained at about 30 percent. By 2003–04, both the percentage who had loans (48 percent) and the percentage receiving grants (34 percent) had increased. Thus the average percentage of federal aid received as loans increased from 54 percent in 1992–93 to 64 percent in 1999–2000, with no substantial change observed in 2003–04 (63 percent).

Among low-income dependent undergraduates, the percentage taking out federal loans was between 47 and 48 percent from 1992–93 to 2003–04, while the percentage receiving federal grants increased from 68 percent in 1992–93 to 72 percent in 1999–2000 and 2003–04. The average proportion of federal aid they received as loans decreased from 38 to 34 percent from 1992–93 to 2003–04. By contrast, among high-income dependent undergraduates, the percentage taking out federal loans increased from 13 percent in 1992–93 to 32 percent in 1999–2000 and 38 percent in 2003–04, while no measurable change was observed in the percentage receiving grants (about 1 percent) between 1992–93 and 2003–04. Thus the percentage of federal aid that high-income dependent undergraduates received as loans increased from 88 to 92 percent.

FEDERAL AID: Percentage of full-time, full-year undergraduates who received federal loans and grants, and the average percentage of federal aid received as loans, for all undergraduates and low-income dependent undergraduates: 1992–93, 1999–2000, and 2003–04



[1] Calculated from The College Board (2003, 2005), *Trends in Student Aid*. From the 2003 report, the data for 1992–93 were adjusted to constant 2003–04 dollars. Only Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Perkins loans, and subsidized and unsubsidized Stafford loans are included in the federal grant and loan amounts cited.

NOTE: Federal loans include Perkins, subsidized and unsubsidized Stafford, and Supplemental Loans to Students (SLS); federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Total federal aid includes federal work-study aid as well as grants and loans. Parent Loans for Undergraduate Students (PLUS) loans to parents, veterans' benefits, and tax credits are not included in any of the totals. Loans as a percentage of federal aid is determined by dividing the amount of federal loans received (including zero loan amounts) by the amount of total federal aid received for each case. Income for dependent students is based on parents' annual income in the prior year. Low-income students were defined as those with family incomes below the 25th percentile. Adjusted to 2003–04 dollars, the cutoff points for each survey year were in 1992–93, $39,200; in 1999–2000, $35,700; and in 2003–04, $34,200. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2003–04 dollars. See *supplemental note 11* for more information about the CPI-U.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:93, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).

FOR MORE INFORMATION:

Supplemental Notes 3, 11

Supplemental Table 50-1

The College Board 2003, 2005

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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 four supplemental tables, so the tables are numbered Table 13-1, 13-2, 13-3 and 13-4.

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Enrollment Trends by Age

Table 1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2004

October	Total ages 3–34	Ages 3–4[1]	Ages 5–6	Ages 7–13	Ages 14–17	Ages 18–19			Ages 20–24			Ages 25–29	Ages 30–34
						Total	In elementary/ secondary	In post-secondary	Total	Ages 20–21	Ages 22–24		
1970	56.4	20.5	89.5	99.2	94.1	47.7	10.5	37.3	21.5	31.9	14.9	7.5	4.2
1971	56.2	21.2	91.6	99.1	94.5	49.2	11.5	37.7	21.9	32.2	15.4	8.0	4.9
1972	54.9	24.4	91.9	99.2	93.3	46.3	10.4	35.9	21.6	31.4	14.8	8.6	4.6
1973	53.5	24.2	92.5	99.2	92.9	42.9	10.0	32.9	20.8	30.1	14.5	8.5	4.5
1974	53.6	28.8	94.2	99.3	92.9	43.1	9.9	33.2	21.4	30.2	15.1	9.6	5.7
1975	53.7	31.5	94.7	99.3	93.6	46.9	10.2	36.7	22.4	31.2	16.2	10.1	6.6
1976	53.1	31.3	95.5	99.2	93.7	46.2	10.2	36.0	23.3	32.0	17.1	10.0	6.0
1977	52.5	32.0	95.8	99.4	93.7	46.2	10.4	35.7	22.9	31.8	16.5	10.8	6.9
1978	51.2	34.2	95.3	99.1	93.7	45.4	9.8	35.6	21.8	29.5	16.3	9.4	6.4
1979	50.3	35.1	95.8	99.2	93.6	45.0	10.3	34.6	21.7	30.2	15.8	9.6	6.4
1980	49.7	36.7	95.7	99.3	93.4	46.4	10.5	35.9	22.3	31.0	16.3	9.3	6.4
1981	48.9	36.0	94.0	99.2	94.1	49.0	11.5	37.5	22.5	31.6	16.5	9.0	6.9
1982	48.6	36.4	95.0	99.2	94.4	47.8	11.3	36.5	23.5	34.0	16.8	9.6	6.3
1983	48.4	37.5	95.4	99.2	95.0	50.4	12.8	37.6	22.7	32.5	16.6	9.6	6.4
1984	47.9	36.3	94.5	99.2	94.7	50.1	11.5	38.6	23.7	33.9	17.3	9.1	6.3
1985	48.3	38.9	96.1	99.2	94.9	51.6	11.2	40.4	24.0	35.3	16.9	9.2	6.1
1986	48.2	38.9	95.3	99.2	94.9	54.6	13.1	41.5	23.6	33.0	17.9	8.8	6.0
1987	48.6	38.3	95.1	99.5	95.0	55.6	13.1	42.5	25.5	38.7	17.5	9.0	5.8
1988	48.7	38.2	96.0	99.7	95.1	55.6	13.9	41.8	26.1	39.1	18.2	8.3	5.9
1989	49.0	39.1	95.2	99.3	95.7	56.0	14.4	41.6	27.0	38.5	19.9	9.3	5.7
1990	50.2	44.4	96.5	99.6	95.8	57.2	14.5	42.7	28.6	39.7	21.0	9.7	5.8
1991	50.7	40.5	95.4	99.6	96.0	59.6	15.6	44.0	30.2	42.0	22.2	10.2	6.2
1992	51.4	39.7	95.5	99.4	96.7	61.4	17.1	44.3	31.6	44.0	23.7	9.8	6.1
1993	51.8	40.4	95.4	99.5	96.5	61.6	17.2	44.4	30.8	42.7	23.6	10.2	5.9
1994	53.3	47.3	96.7	99.4	96.6	60.2	16.2	43.9	32.0	44.9	24.0	10.8	6.7
1995	53.7	48.7	96.0	98.9	96.3	59.4	16.3	43.1	31.5	44.9	23.2	11.6	5.9
1996	54.1	48.3	94.0	97.7	95.4	61.5	16.7	44.9	32.5	44.4	24.8	11.9	6.1
1997	55.6	52.6	96.5	99.1	96.6	61.5	16.7	44.7	34.3	45.9	26.4	11.8	5.7
1998	55.8	52.1	95.6	98.9	96.1	62.2	15.7	46.4	33.0	44.8	24.9	11.9	6.6
1999	56.0	54.2	96.0	98.7	95.8	60.6	16.5	44.1	32.8	45.3	24.5	11.1	6.2
2000	55.9	52.1	95.6	98.2	95.7	61.2	16.5	44.7	32.5	44.1	24.6	11.4	6.7
2001	56.4	52.4	95.3	98.3	95.8	61.1	17.1	44.0	34.1	46.1	25.5	11.8	6.9
2002	56.2	56.3	95.5	98.3	96.4	63.3	18.0	45.3	34.4	47.8	25.6	12.1	6.6
2003	56.2	55.1	94.5	98.3	96.2	64.5	17.9	46.6	35.6	48.3	27.8	11.8	6.8
2004	56.2	54.0	95.4	98.4	96.5	64.4	16.6	47.8	35.2	48.9	26.3	13.0	6.6

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics. (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 7. Data from U.S. Department of Commerce, U.S. Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2004.

Enrollment in Early Childhood Education Programs

Table 2-1. Percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Various years, 1991–2005

Child or family characteristic	1991	1993	1995	1996	1999	2001	2005
Total	**53**	**53**	**55**	**55**	**60**	**56**	**57**
Age							
3	42	40	41	42	46	43	43
4	60	62	65	63	70	66	69
5	64	66	75	73	77	73	69
Sex							
Male	52	53	55	55	61	54	60
Female	53	53	55	55	59	59	55
Race/ethnicity[1]							
White	54	54	57	57	60	59	59
Black	58	57	60	65	73	64	66
Hispanic	39	43	37	39	44	40	43
Poverty status[2]							
Poor	44	43	45	44	51	47	47
Nonpoor	56	56	59	59	62	59	60
Poverty status and race/ethnicity							
Poor							
White	41	40	43	39	43	46	45
Black	55	53	55	61	72	60	65
Hispanic	34	37	30	33	41	36	36
Nonpoor							
White	56	56	60	60	63	61	61
Black	62	63	66	69	74	66	68
Hispanic	42	48	44	45	47	42	48
Family type							
Two-parent household	54	52	55	54	59	57	57
One-parent or guardian-only household	50	54	56	58	62	56	58
Mother's education							
Less than high school	32	33	35	37	40	38	35
High school diploma or equivalent	46	43	48	49	52	47	49
Some college, including vocational/technical	60	60	57	58	63	62	56
Bachelor's degree or higher	72	73	75	73	74	70	73
Mother's employment							
35 hours or more per week	59	61	60	63	65	63	64
Less than 35 hours per week	58	57	62	64	64	61	61
Looking for work	43	48	52	47	55	47	42
Not in labor force	45	44	47	43	52	47	50

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the total, but not shown separately, are children from other racial/ethnic groups.

[2] "Poor" is defined to include those families below the poverty threshold; "nonpoor" is defined to include those families whose incomes are at or above the poverty threshold. See *supplemental note 1* for more information on poverty.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Early Childhood Program Participation Survey of the 1995 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, Early Childhood Program Participation Survey of the 2001 NHES, and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

Past and Projected Elementary and Secondary Public School Enrollments

Table 3-1. Public elementary and secondary school enrollment in prekindergarten through grade 12, by grade level and region, with projections: Various years, fall 1965–2015

[Totals in thousands]

	Total enrollment			Total enrollment grades 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	42,068	30,466	11,602	8,833	21.0	11,834	28.1	13,834	32.9	7,568	18.0
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	11,962	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	48,183	34,116	14,067	8,297	17.2	10,819	22.5	17,471	36.3	11,596	24.1
2003	48,541	34,202	14,338	8,292	17.1	10,809	22.3	17,673	36.4	11,766	24.2
Projected											
2004	48,560	33,925	14,634	8,252	17.0	10,752	22.1	17,735	36.5	11,820	24.3
2005	48,710	33,823	14,887	8,222	16.9	10,774	22.1	17,860	36.7	11,854	24.3
2006	48,948	33,906	15,042	8,187	16.7	10,774	22.0	18,055	36.9	11,931	24.4
2007	49,091	33,990	15,101	8,136	16.6	10,748	21.9	18,213	37.1	11,994	24.4
2008	49,167	34,154	15,013	8,071	16.4	10,702	21.8	18,369	37.4	12,025	24.5
2009	49,267	34,350	14,917	8,006	16.3	10,659	21.6	18,536	37.6	12,067	24.5
2010	49,415	34,618	14,797	7,949	16.1	10,631	21.5	18,708	37.9	12,127	24.5
2011	49,637	34,907	14,730	7,904	15.9	10,619	21.4	18,911	38.1	12,203	24.6
2012	49,938	35,297	14,641	7,875	15.8	10,626	21.3	19,145	38.3	12,292	24.6
2013	50,294	35,724	14,569	7,861	15.6	10,654	21.2	19,380	38.5	12,398	24.7
2014	50,735	36,142	14,593	7,863	15.5	10,696	21.1	19,649	38.7	12,527	24.7
2015	51,220	36,439	14,780	7,879	15.4	10,744	21.0	19,920	38.9	12,676	24.7

NOTE: Includes kindergarten and most prekindergarten enrollment. Data for years 2001 and 2002 were revised and may differ from previous published figures. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2005-030), tables 37 and 40; Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), tables 1 and 4; Snyder, T., and Hoffman, C.M. (1995). *State Comparisons of Education Statistics: 1969–70 to 1993–94* (NCES 95-122), tables 10, 11, and 12; and table ESE65, retrieved January 10, 2006, from http://nces.ed.gov/surveys/AnnualReports/reports.asp?type=historicalTables. Data from U.S. Department of Education, NCES, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 to 2003–04 and *Statistics of Public Elementary and Secondary School Systems*, various years, 1965–66 to 1985–86.

Trends in Private School Enrollments

Table 4-1. Total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various school years, 1989–90 through 2003–04

Grade level and school year ending	Total enrollment (in thousands)	Roman Catholic				Other religious[1]				Non-sectarian[2]
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated	Un-affiliated	
Grades K–12										
1990	4,838	54.5	32.2	15.2	7.1	32.3	10.9	12.8	8.5	13.2
1992	4,890	53.0	30.0	15.9	7.1	32.2	12.0	12.5	7.8	14.8
1994	4,836	51.4	29.2	15.5	6.8	33.7	12.6	12.3	8.8	14.9
1996	5,032	50.1	27.2	16.2	6.7	34.7	14.0	11.7	8.9	15.3
1998	5,076	49.5	26.5	16.3	6.7	34.8	14.5	10.9	9.4	15.7
2000	5,163	48.6	25.3	16.2	7.1	35.7	15.0	10.7	10.0	15.7
2002	5,342	47.1	22.9	17.3	6.9	36.0	15.4	10.5	10.1	16.9
2004	5,123	46.2	21.4	17.7	7.0	35.8	15.1	10.8	9.9	18.0
Grades K–8[3]										
1990	3,588	55.1	40.1	12.5	2.5	34.1	11.8	13.7	8.6	10.8
1992	3,657	53.4	37.4	13.8	2.2	34.2	12.7	13.2	8.3	12.3
1994	3,641	51.8	36.4	13.2	2.1	35.7	13.3	13.0	9.4	12.5
1996	3,760	50.3	34.0	14.2	2.1	36.9	15.0	12.4	9.5	12.8
1998	3,781	49.9	33.2	14.6	2.1	36.9	15.5	11.4	10.0	13.3
2000	3,849	48.8	31.8	14.6	2.4	37.8	15.9	11.3	10.7	13.4
2002	3,951	47.2	28.8	16.0	2.5	38.2	16.4	11.0	10.9	14.5
2004	3,731	46.3	27.4	16.5	2.4	38.3	16.2	11.3	10.9	15.4
Grades 9–12[3]										
1990	1,126	57.2	10.2	25.0	22.0	27.0	8.7	10.9	7.4	15.8
1992	1,126	55.5	8.6	23.6	23.3	27.2	10.0	11.0	6.2	17.2
1994	1,102	54.0	7.4	24.2	22.4	28.3	10.6	10.8	7.0	17.7
1996	1,160	53.3	7.8	23.7	21.8	29.4	11.7	10.5	7.2	17.3
1998	1,181	52.4	7.3	23.3	21.8	29.8	12.2	9.9	7.6	17.8
2000	1,225	51.1	6.5	22.3	22.3	30.6	12.9	9.5	8.1	18.3
2002	1,293	49.5	6.4	22.5	20.6	31.0	13.3	9.8	7.8	19.5
2004	1,307	48.5	5.7	22.4	20.4	30.0	12.8	10.0	7.2	21.6

[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 12 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, Islamic School League of America, 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.

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), table 10 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04.

Trends in Private School Enrollments

Table 4-2. 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 2003–04

[Totals in thousands]

Grade level and school year ending	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										
1990	4,838	10.7	1,346	15.8	1,368	12.3	1,280	8.1	844	8.7
1992	4,890	10.5	1,324	15.3	1,353	12.0	1,304	8.1	909	8.8
1994	4,836	10.1	1,276	14.4	1,309	11.4	1,386	8.3	865	8.1
1996	5,032	10.2	1,289	14.1	1,349	11.5	1,445	8.4	949	8.5
1998	5,076	10.0	1,287	13.8	1,346	11.3	1,510	8.5	933	8.0
2000	5,163	10.1	1,295	13.8	1,345	11.3	1,576	8.7	947	7.9
2002	5,342	10.2	1,337	14.1	1,355	11.4	1,641	8.9	1,008	8.2
2004	5,123	9.7	1,273	13.5	1,271	10.7	1,612	8.6	967	7.7
Grades K–8[1]										
1990	3,588	11.0	947	15.9	1,052	13.2	949	8.3	639	9.0
1992	3,657	10.8	935	15.2	1,059	12.9	974	8.2	689	9.1
1994	3,641	10.5	907	14.3	1,021	12.4	1,048	8.6	664	8.5
1996	3,760	10.6	911	14.0	1,042	12.5	1,086	8.7	721	8.9
1998	3,781	10.5	911	13.8	1,036	12.3	1,126	8.8	708	8.5
2000	3,849	10.5	917	13.8	1,035	12.3	1,177	9.1	720	8.5
2002	3,951	10.7	935	14.0	1,039	12.4	1,223	9.2	754	8.6
2004	3,731	10.1	857	13.2	962	11.6	1,191	8.9	720	8.2
Grades 9–12[1]										
1990	1,126	9.0	362	14.6	288	9.2	291	6.8	185	7.1
1992	1,126	8.9	346	14.1	276	8.9	302	7.0	203	7.3
1994	1,102	8.4	328	13.1	273	8.5	315	7.1	186	6.4
1996	1,160	8.5	334	13.0	286	8.5	330	7.1	209	6.8
1998	1,181	8.3	330	12.5	292	8.5	353	7.2	206	6.3
2000	1,225	8.4	338	12.6	297	8.6	375	7.5	214	6.3
2002	1,293	8.6	364	13.0	302	8.6	389	7.5	239	6.8
2004	1,307	8.4	381	13.0	293	8.1	395	7.3	237	6.4

[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. Calculations were revised and estimates may differ from previously published data. *Supplemental note 1* identifies the states in each region.

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), tables 7 and 10 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04 and The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," various years, 1989–90 to 2003–04.

Trends in Private School Enrollments

Table 4-3. Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2003–04

School characteristic	Number (in thousands)	Total students	White	Minority enrollment[1]				
				Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian
Total	**5,123**	**100.0**	**76.2**	**23.8**	**9.5**	**8.8**	**4.9**	**0.6**
NCES private school typology								
Roman Catholic	2,365	46.2	74.7	25.3	8.1	11.9	4.7	0.5
Parochial	1,097	21.4	74.4	25.6	8.3	12.5	4.4	0.4
Diocesan	909	17.7	75.9	24.1	7.7	11.1	4.7	0.6
Private	359	7.0	72.7	27.3	8.9	12.1	5.5	0.9
Other religious[2]	1,836	35.8	79.0	21.0	10.3	5.9	4.2	0.6
Conservative Christian	774	15.1	76.5	23.5	11.4	7.3	4.0	0.8
Affiliated	553	10.8	81.2	18.8	8.0	5.5	4.9	0.5
Unaffiliated	508	9.9	80.4	19.6	11.0	4.3	3.7	0.6
Nonsectarian[3]	922	18.0	74.1	25.9	11.3	6.7	7.0	0.8
Regular	603	11.8	78.0	22.0	8.9	5.7	6.7	0.7
Special emphasis	214	4.2	69.8	30.2	11.9	6.9	10.3	1.1
Special education	105	2.0	60.8	39.2	24.1	11.9	2.0	1.2
School level								
Elementary	2,694	52.6	74.3	25.7	10.0	10.1	4.9	0.7
Secondary	845	16.5	76.5	23.5	8.5	9.8	4.7	0.5
Combined	1,583	30.9	79.1	20.9	9.2	6.1	5.1	0.6
Program emphasis								
Regular	4,639	90.6	76.9	23.1	9.0	8.9	4.7	0.6
Montessori	83	1.6	69.5	30.5	9.7	7.2	12.0	1.6
Special program emphasis	170	3.3	74.8	25.2	8.7	6.2	9.8	0.5
Special education	115	2.2	61.8	38.2	23.4	11.6	1.9	1.2
Alternative	110	2.1	68.4	31.6	15.8	9.1	5.7	1.0
Early childhood	5	0.1	64.8	35.2	18.5	10.9	5.3	0.6
Enrollment								
Less than 50	224	4.4	73.3	26.7	14.8	7.6	3.1	1.2
50–149	760	14.8	72.1	27.9	14.5	8.2	4.0	1.2
150–299	1,352	26.4	70.8	29.2	12.3	11.2	5.1	0.6
300–499	1,154	22.5	79.2	20.8	7.1	8.5	4.7	0.5
500–749	777	15.2	80.4	19.6	5.8	7.9	5.4	0.5
750 or more	856	16.7	81.0	19.0	5.7	7.1	5.8	0.4
Region								
Northeast	1,273	24.9	76.2	23.8	11.5	7.8	4.2	0.3
Midwest	1,271	24.8	84.5	15.5	8.1	4.5	2.3	0.6
South	1,612	31.5	77.4	22.6	10.8	8.5	2.9	0.4
West	967	18.9	63.1	36.9	6.3	16.3	12.8	1.5

See notes at end of table.

Trends in Private School Enrollments

Table 4-3. Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2003–04 —Continued

School characteristic	Number (in thousands)	Total students	White	Minority enrollment[1]				
				Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian
Community type								
Central city	2,182	42.6	68.7	31.1	13.1	11.3	6.3	0.5
Urban fringe/large town	2,291	44.7	79.6	20.4	7.6	8.0	4.3	0.5
Rural/small town	649	12.7	88.9	11.1	3.8	3.2	2.6	1.5

[1] Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. 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 12 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, Islamic School League of America, 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: Detail may not sum to totals because of rounding. *Supplemental note 1* identifies the states in each region.

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), tables 7 and 13. Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–04.

Racial/Ethnic Distribution of Public School Students

Table 5-1. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: Fall 1972–2004

		Minority enrollment				
Fall of year	White	Total	Black	Hispanic	Asian/Pacific Islander	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	3.0	1.1
1990	67.6	32.4	16.5	11.7	3.0	1.2
1991	67.1	32.9	16.8	11.8	3.2	1.0
1992	66.8	33.2	16.9	12.0	3.3	1.0
1993	67.0	33.0	16.6	12.1	3.3	1.0
1994	65.8	34.2	16.7	13.7	2.5	1.3
1995	65.5	34.5	16.9	14.1	2.3	1.2
1996	63.7	36.3	16.6	14.5	4.1	1.2
1997	63.0	37.0	16.9	14.9	3.9	1.2
1998	62.4	37.6	17.2	15.4	4.0	1.1
1999	61.9	38.1	16.5	16.2	4.5	1.0
2000	61.3	38.7	16.6	16.6	4.2	1.3
2001	61.3	38.7	16.5	16.6	4.3	1.3
2002	60.7	39.3	16.5	17.6	4.0	1.2
2003	58.3	41.7	16.1	18.6	4.0	3.0
2004	57.4	42.6	16.0	19.3	4.1	3.2

— Not available.

NOTE: Detail may not sum to totals because of rounding. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Includes all public school students enrolled in kindergarten through 12th grade. Starting in 1989, the Current Population Survey (CPS) added the category Asian/Pacific Islander to its coding. For prior years, estimates for Asians/Pacific Islanders are included in the "Other" category. In 1994, the survey methodology for the CPS was changed and weights were adjusted. In 1996, the Census revised procedures for editing and allocating the race variable to offset an underestimation of Asians/Pacific Islanders. Due to this, one should use caution when making comparisons between 1995 and 1996 data. Starting in 2003, the categories for race were changed on the CPS, allowing respondents to select more than one race. In 2003 and 2004, some 2.4 percent of public school students were more than one race. Respondents who selected more than one race were placed in the "Other" category for the purposes of this analysis. See *supplemental note 2* for more information on the CPS.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation (September 2005).

Racial/Ethnic Distribution of Public School Students

Table 5-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Fall 1972–2004

	Northeast						Midwest					
		Minority enrollment						Minority enrollment				
Fall of year	White	Total	Black	Hispanic	Asian/ Pacific Islander	Other	White	Total	Black	Hispanic	Asian/ Pacific Islander	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	73.9	26.1	14.0	9.1	2.6	0.4	80.6	19.4	13.8	3.4	1.3	1.0
1990	73.4	26.6	13.2	10.1	2.5	0.8	81.7	18.3	13.1	2.7	1.2	1.3
1991	72.9	27.1	14.0	9.9	2.8	0.4	81.6	18.4	13.0	2.9	1.4	1.1
1992	71.9	28.1	14.7	9.8	3.2	0.4	81.5	18.5	13.2	2.7	1.5	1.1
1993	72.2	27.8	15.2	8.8	3.4	0.4	80.8	19.2	13.4	3.6	1.3	1.0
1994	72.3	27.7	13.8	10.8	2.4	0.7	78.1	21.9	14.9	4.7	1.1	1.2
1995	70.7	29.3	14.7	11.6	2.1	0.8	79.3	20.7	13.9	4.5	1.0	1.3
1996	68.2	31.8	15.9	12.1	3.5	0.2	79.9	20.1	12.8	4.4	1.8	1.1
1997	67.7	32.3	16.1	12.3	3.5	0.4	79.3	20.7	13.3	4.5	1.7	1.1
1998	67.9	32.1	14.9	13.4	3.3	0.4	78.4	21.6	13.4	4.9	2.4	0.8
1999	68.2	31.8	14.1	13.0	4.4	0.3	76.0	24.0	14.1	5.9	3.1	0.9
2000	68.1	31.9	15.5	11.4	4.5	0.4	76.3	23.7	15.3	5.5	2.0	0.8
2001	67.6	32.4	15.2	12.2	4.4	0.6	77.2	22.8	14.8	4.8	2.0	1.2
2002	67.9	32.1	15.1	13.1	3.7	0.3	75.5	24.5	14.5	6.4	2.6	1.0
2003	64.8	35.2	16.0	13.7	3.7	1.7	74.4	25.6	14.2	6.4	2.4	2.6
2004	63.7	36.3	15.5	13.9	5.2	1.7	74.4	25.6	13.5	6.6	2.3	3.1

See notes at end of table.

Racial/Ethnic Distribution of Public School Students

Table 5-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Fall 1972–2004—Continued

	South						West					
		Minority enrollment						Minority enrollment				
Fall of year	White	Total	Black	Hispanic	Asian/ Pacific Islander	Other	White	Total	Black	Hispanic	Asian/ Pacific Islander	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	26.0	9.9	1.2	1.2	59.4	40.6	6.0	24.9	8.1	1.6
1990	59.9	40.1	27.4	10.6	1.1	1.0	59.0	41.0	5.5	25.1	8.5	1.9
1991	59.5	40.5	27.7	10.3	1.7	0.7	59.0	41.0	5.8	25.5	7.8	1.9
1992	59.5	40.5	27.3	10.5	1.9	0.8	58.5	41.5	5.8	26.3	7.5	1.8
1993	60.1	39.9	26.4	10.7	2.0	0.8	58.7	41.3	6.1	25.9	7.4	1.9
1994	59.2	40.8	26.2	12.4	1.3	0.9	58.4	41.6	5.7	27.5	5.9	2.6
1995	59.0	41.0	27.0	12.1	1.0	0.9	57.0	43.0	5.5	29.5	6.0	2.0
1996	57.7	42.3	26.9	12.6	1.8	1.0	52.8	47.2	5.2	29.4	10.3	2.3
1997	57.0	43.0	27.0	13.4	1.6	0.9	52.1	47.9	6.5	29.4	9.8	2.3
1998	56.0	44.0	28.1	13.1	2.0	0.9	51.9	48.1	6.8	30.1	9.0	2.1
1999	55.3	44.7	26.9	14.8	2.2	0.8	52.7	47.3	5.7	30.6	9.1	1.9
2000	55.1	44.9	25.6	16.0	2.1	1.1	51.1	48.9	5.9	31.6	8.8	2.6
2001	55.6	44.4	25.6	15.6	2.5	0.8	49.9	50.1	6.1	32.5	8.8	2.7
2002	54.2	45.8	26.2	16.6	1.9	1.0	51.0	49.0	5.8	32.6	8.2	2.4
2003	53.6	46.4	24.8	16.9	2.1	2.5	45.9	54.1	5.2	35.5	8.5	4.8
2004	53.7	46.3	24.5	16.6	2.5	2.8	42.9	57.1	6.0	38.7	7.6	4.9

— Not available.

NOTE: Detail may not sum to totals because of rounding. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Includes all public school students enrolled in kindergarten through 12th grade. Starting in 1989, the Current Population Survey (CPS) added the category Asian/Pacific Islander to its coding. For prior years, estimates for Asians/Pacific Islanders are included in the "Other" category. In 1994, the survey methodology for the CPS was changed and weights were adjusted. In 1996, the Census revised procedures for editing and allocating the race variable to offset an underestimation of Asians/Pacific Islanders. Due to this, one should use caution when making comparisons between 1995 and 1996 data. Starting in 2003, the categories for race were changed on the CPS, allowing respondents to select more than one race. In 2003 and 2004, some 2.4 percent of public school students were more than one race. Respondents who selected more than one race were placed in the "Other" category for the purposes of this analysis. See *supplemental note 2* for more information on the CPS.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation (September 2005).

Concentration of Enrollment by Race/Ethnicity and Poverty

Table 6-1. Percentage of 4th-graders eligible for free or reduced-price lunch and percentage distribution of students in the school eligible for a free or reduced-price lunch, by race/ethnicity and school location: 2005

Race/ethnicity and school location	Percentage of students eligible for free or reduced-price lunch	Percentage of students in the school eligible for free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	**41**	**15**	**16**	**26**	**21**	**22**
Race/ethnicity[1]						
White	24	21	23	32	19	5
Black	70	4	6	18	24	48
Hispanic	73	4	6	16	24	49
Asian/Pacific Islander	33	27	19	21	16	16
American Indian	65	4	8	21	31	36
School location						
Central city	54	9	10	19	21	41
White	25	17	20	30	22	12
Black	75	1	3	14	20	62
Hispanic	79	2	4	10	20	64
Asian/Pacific Islander	42	21	12	18	22	27
American Indian	57	9	13	24	26	29
Urban fringe/large town	32	24	22	25	16	14
White	17	32	27	26	12	3
Black	60	8	11	26	24	31
Hispanic	66	7	9	21	25	38
Asian/Pacific Islander	25	33	26	22	10	9
American Indian	52	8	15	27	26	24
Rural/small town	41	8	15	36	29	12
White	32	9	18	40	27	5
Black	78	2	5	15	39	39
Hispanic	72	3	6	24	38	29
Asian/Pacific Islander	25	21	18	32	21	7
American Indian	73	1	3	17	36	44

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

Concentration of Enrollment by Race/Ethnicity and Poverty

Table 6-2. Percentage distribution of 4th-graders, by the percentage of minority students in the school and the student's race/ethnicity: 2005

Race/ethnicity[1]	Total student population	Percentage of minority students in school					
		10 percent or less	11–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
Total	**100**	**29**	**18**	**18**	**12**	**7**	**15**
White	59	46	25	19	8	2	1
Black	16	6	7	17	20	13	38
Hispanic	18	3	7	15	19	17	39
Asian/Pacific Islander	5	9	17	23	20	17	14
American Indian	1	8	14	27	16	8	27

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

NOTE: 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), 2005 Reading Assessment, NAEP Data Explorer, and previously unpublished tabulation (December 2005).

Language Minority School-Age Children

Table 7-1. 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, 1979–2004

		Spoke a language other than English at home				
				Spoke English with difficulty[1]		
Year	Total population ages 5–17 (in millions)	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
2004	52.9	9.9	18.8	2.8	5.3	27.9
		Percentage change compared with 1979				
2004	18.3	161.8	121.4	113.6	87.5!	-18.4

! Interpret data with caution (estimates are unstable).

[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 child 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. Due to differences between the CPS and the ACS, use caution when comparing data before and after 2000. See *supplemental notes 2* and *3* for more information.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement and American Community Survey (ACS), 2000–04, previously unpublished tabulations (November 2005).

Language Minority School-Age Children

Table 7-2. 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: 2004

[Numbers 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	**52,876**	**9,949**	**18.8**	**2,776**	**5.3**	**1,343**	**6.8**	**1,434**	**4.3**
Language spoken at home									
Spanish	7,091	7,091	100.0	2,080	29.3	1,020	37.3	1,060	24.3
Other Indo-European	1,434	1,434	100.0	345	24.0	156	29.5	188	20.8
Asian/Pacific Islander[3]	1,139	1,139	100.0	311	27.3	145	34.7	166	23.0
Other	286	286	100.0	41	14.2	21	17.8	19	11.6
Race/ethnicity[4]									
White	31,659	1,679	5.3	430	1.4	155	1.4	275	1.4
Black	7,817	367	4.7	92	1.2	34	1.2	58	1.2
Hispanic	9,538	6,432	67.4	1,885	19.8	976	24.9	910	16.2
Mexican	6,432	4,433	68.9	1,423	22.1	767	28.4	656	17.6
Puerto Rican	952	494	51.9	109	11.5	49	13.1	60	10.4
Cuban	219	152	69.2	26	11.7	9	10.7	17	12.4
Dominican	244	219	89.8	69	28.4	27	29.4	42	27.8
Central American	555	472	84.9	121	21.9	60	27.5	62	18.2
South American	382	301	78.6	55	14.4	25	16.6	31	13.1
Other Hispanic	753	362	48.0	82	10.9	39	13.1	43	9.4
Asian/Pacific Islander	2,015	1,266	62.8	336	16.7	161	20.6	175	14.2
American Indian	412	58	14.1	8	1.8	4	2.7	4	1.4
Citizenship									
U.S.-born	50,253	7,754	15.4	1,834	3.7	1,017	5.4	817	2.6
Naturalized U.S. citizen	489	304	62.1	74	15.2	22	19.1	53	14.0
Non-U.S. citizen	2,133	1,891	88.6	868	40.7	304	48.4	564	37.5
Poverty status[5]									
Poor	9,109	2,549	28.0	903	9.9	444	12.3	459	8.4
Near-poor	11,065	3,030	27.4	900	8.1	463	10.7	437	6.5
Nonpoor	31,913	4,254	13.3	927	2.9	409	3.6	518	2.5
Region									
Northeast	9,422	1,787	19.0	454	4.8	209	6.1	246	4.1
Midwest	11,844	1,239	10.5	374	3.2	162	3.7	212	2.8
South	18,922	2,928	15.5	822	4.3	396	5.6	426	3.6
West	12,688	3,995	31.5	1,127	8.9	577	12.1	550	6.9

[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 child 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, 14.1 percent of all American Indians spoke a language other than English at home, and 1.8 percent of all American Indians spoke a language other than English at home and spoke English with difficulty.

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

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

[5] "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold.

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 the states in each region, see *supplemental note 1.*

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2004, previously unpublished tabulations (November 2005).

Children With Disabilities in Public Schools

Table 8-1. Number and percentage of youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA): 1976–77 through 2004–05

Year	Total served under IDEA (in thousands)	Percentage of total public school enrollment served under IDEA[1]	Percentage of total population served under IDEA[2]
1976–77	3,692	8.3	5.1
1977–78	3,755	8.6	5.2
1978–79	3,894	9.2	5.5
1979–80	4,010	9.7	5.6
1980–81	4,146	10.1	5.8
1981–82	4,203	10.5	5.9
1982–83	4,260	10.8	6.2
1983–84	4,304	10.9	6.3
1984–85	4,320	11.1	6.3
1985–86	4,322	11.0	6.4
1986–87	4,379	11.0	6.5
1987–88	4,414	11.0	6.6
1988–89	4,493	11.2	6.7
1989–90	4,599	11.3	6.8
1990–91	4,717	11.5	6.9
1991–92	4,881	11.7	7.1
1992–93	5,042	12.0	7.3
1993–94	5,223	12.1	7.5
1994–95	5,386	12.2	7.6
1995–96	5,581	12.5	7.7
1996–97	5,738	12.7	7.8
1997–98	5,912	12.9	7.9
1998–99	6,054	13.1	8.0
1999–2000	6,203	13.3	8.1
2000–01	6,304	13.4	8.2
2001–02	6,410	13.4	8.3
2002–03	6,532	13.5	8.4
2003–04	6,642	13.7	8.6
2004–05	6,727	—	8.7

— Not yet available.

[1] Number of children served as a percentage of all children ages 3–21 enrolled in early childhood center programs and elementary and secondary schools.

[2] Number of children served under IDEA as a percentage of the total population ages 3–21.

NOTE: Special education services through IDEA are available for eligible youth diagnosed by a medical professional as having a disability that adversely affects academic performance. The total includes youth receiving special education services through IDEA in early education centers and public schools in the 50 states, the District of Columbia, and in Bureau of Indian Affairs schools. See *supplemental note 8* for more information about student disabilities.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2004, retrieved December 20, 2005 from https://www.ideadata.org/docs/PartBTrendData/B1.html.

Children With Disabilities in Public Schools

Table 8-2. Percentage of youth age 21 or younger served under the Individuals with Disabilities Education Act (IDEA), by age and disability: Selected school years, 1976–77 through 2001–02

Age and disability	1976 –77	1980 –81	1986 –87	1990 –91	1991 –92	1992 –93	1993 –94	1994 –95	1995 –96	1996 –97	1997 –98	1998 –99	1999 –2000	2000 –01	2001 –02
Percentage of total population (under age 3)															
Infants and toddlers (under age 3)	—	—	—	0.1	0.2	0.2	0.2	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5
Percentage of early education center and public school enrollment (ages 3–21)															
Preschool-age (ages 3–5)	0.4	0.6	0.7	1.0	1.0	1.1	1.1	1.2	1.2	1.2	1.2	1.2	1.2	1.3	1.3
School-age (ages 6–21)	7.9	9.5	10.3	10.5	10.7	10.9	10.9	11.0	11.3	11.5	11.6	11.8	12.0	12.1	12.2
Specific learning disabilities	1.8	3.5	4.8	5.2	5.3	5.6	5.6	5.7	5.8	5.9	5.9	6.0	6.1	6.0	6.0
Speech or language impairments	2.6	2.5	2.4	2.4	2.4	2.4	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3
Mental retardation	2.1	2.0	1.6	1.3	1.3	1.2	1.2	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Emotional disturbance	0.6	0.8	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Hearing impairments	0.2	0.2	0.2	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Other health impairments	0.3	0.2	0.1	0.1	0.1	0.2	0.2	0.2	0.3	0.4	0.4	0.5	0.5	0.6	0.7
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3
Deaf-blindness	—	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Autism	—	—	—	—	#	#	#	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2
Traumatic brain injury	—	—	—	—	#	#	#	#	#	#	#	#	#	#	#
Developmental delay	—	—	—	—	—	—	—	—	—	—	#	#	#	0.1	0.1

— Not available.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Special education services through IDEA are available for eligible youth diagnosed by a medical professional as having a disability that adversely affects academic performance. Enrollment among youth ages 3–21 includes those in early education centers and public schools in the 50 states, the District of Columbia, and in Bureau of Indian Affairs schools. See *supplemental note 8* for more information about student disabilities.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2004, previously unpublished tabulation (December 2005).

Past and Projected Undergraduate Enrollments

Table 9-1. Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, attendance status, and type of institution, with projections: Fall 1970–2015

[In thousands]

Year	Total	Sex		Attendance status		Type of institution	
		Male	Female	Full-time	Part-time	4-year	2-year
1970	7,376	4,254	3,122	5,280	2,096	5,057	2,319
1971	7,743	4,418	3,325	5,512	2,231	5,164	2,579
1972	7,941	4,429	3,512	5,488	2,453	5,185	2,756
1973	8,261	4,538	3,723	5,580	2,681	5,249	3,012
1974	8,798	4,765	4,033	5,726	3,072	5,394	3,404
1975	9,679	5,257	4,422	6,169	3,510	5,709	3,970
1976	9,429	4,902	4,527	6,030	3,399	5,546	3,883
1977	9,717	4,897	4,820	6,094	3,623	5,674	4,043
1978	9,691	4,766	4,925	5,967	3,724	5,663	4,028
1979	9,998	4,821	5,178	6,080	3,919	5,781	4,217
1980	10,475	5,000	5,475	6,362	4,113	5,948	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
2003	14,474	6,224	8,250	9,035	5,439	7,981	6,493
2004	14,781	6,340	8,441	9,284	5,496	8,235	6,546
Projected[1]							
2005	14,914	6,376	8,538	9,401	5,513	8,308	6,606
2006	15,105	6,408	8,697	9,569	5,536	8,435	6,671
2007	15,340	6,491	8,849	9,765	5,575	8,583	6,756
2008	15,595	6,587	9,009	9,980	5,616	8,747	6,848
2009	15,845	6,680	9,165	10,183	5,662	8,909	6,936
2010	16,073	6,757	9,316	10,370	5,702	9,063	7,010
2011	16,233	6,820	9,413	10,474	5,759	9,157	7,076
2012	16,392	6,871	9,521	10,572	5,820	9,243	7,149
2013	16,571	6,918	9,654	10,682	5,890	9,336	7,236
2014	16,740	6,955	9,785	10,781	5,959	9,417	7,323
2015	16,865	6,973	9,892	10,851	6,014	9,473	7,392

[1] Projections are based on data through 2004 and middle alternative assumptions concerning the economy. See NCES 2006-084 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 Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 9* for more information about the classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 175, 176, and 189 and Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), tables 16, 18, and 19. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970–1985, and 1986–2005 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99) and Spring 2001 through Spring 2005.

Trends in Graduate/First-Professional Enrollments

Table 10-1. Total graduate and first-professional enrollment in degree-granting institutions, by sex and attendance status, with projections: 1976–2015

[In thousands]

Fall of year	Total enrollment	Graduate					First-professional				
		Total	Male	Female	Full-time	Part-time	Total	Male	Female	Full-time	Part-time
1976	1,577	1,333	714	619	463	870	244	190	54	220	24
1977	1,570	1,319	700	617	473	845	251	191	60	226	25
1978	1,569	1,312	682	630	468	844	257	192	65	233	24
1979	1,572	1,309	669	640	476	833	263	193	70	239	24
1980	1,620	1,343	675	670	485	860	278	199	78	251	26
1981	1,617	1,343	674	669	484	859	275	193	82	248	26
1982	1,601	1,322	670	653	485	838	278	191	87	252	26
1983	1,619	1,340	677	663	497	843	279	188	90	250	29
1984	1,624	1,345	672	673	501	844	279	185	94	250	29
1985	1,650	1,376	677	700	509	867	274	180	94	247	28
1986	1,706	1,435	693	742	522	913	270	174	97	246	25
1987	1,720	1,452	693	759	527	925	268	170	98	242	27
1988	1,739	1,472	697	774	553	919	267	167	100	241	26
1989	1,796	1,522	710	811	572	949	274	169	106	248	27
1990	1,860	1,586	737	849	599	987	273	167	107	246	28
1991	1,920	1,639	761	878	642	997	281	170	111	252	29
1992	1,950	1,669	772	896	666	1,003	281	169	112	252	29
1993	1,981	1,688	771	917	688	1,000	292	173	120	260	33
1994	2,016	1,721	776	946	706	1,016	295	174	121	263	31
1995	2,030	1,732	768	965	717	1,015	298	174	124	266	31
1996	2,041	1,742	759	983	737	1,005	298	173	126	267	31
1997	2,052	1,753	758	996	752	1,001	298	170	129	267	31
1998	2,070	1,768	754	1,013	754	1,014	302	169	134	271	31
1999	2,110	1,807	766	1,041	781	1,026	303	165	138	271	33
2000	2,157	1,850	780	1,071	813	1,037	307	164	143	274	33
2001	2,212	1,904	796	1,108	843	1,061	309	161	148	277	32
2002	2,355	2,036	847	1,189	926	1,109	319	163	156	286	33
2003	2,427	2,098	865	1,233	981	1,117	329	166	163	296	33
2004	2,491	2,157	879	1,278	1,024	1,133	335	168	166	302	33
Projected[1]											
2005	2,514	2,165	873	1,292	1,026	1,139	349	174	175	315	34
2006	2,542	2,188	874	1,313	1,045	1,143	355	175	179	321	34
2007	2,576	2,215	883	1,332	1,067	1,148	361	178	183	327	34
2008	2,607	2,239	891	1,348	1,087	1,153	367	180	187	333	34
2009	2,635	2,262	898	1,364	1,105	1,157	373	182	191	339	34
2010	2,673	2,293	907	1,385	1,129	1,164	380	184	196	346	34
2011	2,722	2,333	920	1,413	1,158	1,176	389	188	201	354	35
2012	2,790	2,389	937	1,452	1,197	1,193	401	192	209	366	35
2013	2,868	2,453	955	1,498	1,239	1,214	414	196	218	378	36
2014	2,942	2,515	972	1,543	1,279	1,236	426	199	227	390	36
2015	3,008	2,571	986	1,585	1,315	1,256	437	202	235	400	37

[1] Projections based on reported data through 2004 and middle alternative assumptions concerning the economy. See NCES 2006-084 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 2006-030, Guide to Sources, for more information. See the glossary for a definition of first-professional degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 187 and 188 and Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), tables 20 and 21. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 through 1985, and 1986 through 2005 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," 1987 through 1999 and Spring 2001 through Spring 2005.

Trends in Graduate/First-Professional Enrollments

Table 10-2. Total graduate and first-professional enrollment and percentage distribution of students in degree-granting institutions, by level of student and race/ethnicity: Selected years, 1976–2004

Level of student and race/ethnicity[1]	1976	1980	1990	1995	2000	2004
			Enrollment (in thousands)			
Graduate						
Total	**1,323**	**1,341**	**1,586**	**1,732**	**1,850**	**2,157**
White	1,116	1,105	1,228	1,282	1,259	1,413
Total minority	134	144	190	271	359	475
Black	78	75	84	119	158	220
Hispanic	26	32	47	68	95	126
Asian/Pacific Islander	25	32	53	76	96	116
American Indian	5	5	6	8	10	13
Nonresident alien	72	92	167	179	232	268
First-professional						
Total	**244**	**277**	**273**	**298**	**307**	**335**
White	220	248	221	223	220	238
Total minority	21	26	47	67	78	88
Black	11	13	16	21	24	26
Hispanic	5	7	11	14	15	17
Asian/Pacific Islander	4	6	19	30	37	43
American Indian	1	1	1	2	2	2
Nonresident alien	3	3	5	7	8	8
			Percentage distribution			
Graduate						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
White	84.4	82.4	77.4	74.0	68.0	65.5
Total minority	10.2	10.7	12.0	15.6	19.4	22.0
Black	5.9	5.6	5.3	6.8	8.5	10.2
Hispanic	2.0	2.4	3.0	3.9	5.2	5.8
Asian/Pacific Islander	1.9	2.4	3.4	4.4	5.2	5.4
American Indian	0.4	0.4	0.4	0.5	0.6	0.6
Nonresident alien	5.5	6.9	10.5	10.4	12.6	12.4
First-professional						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
White	90.1	89.5	81.0	75.0	71.8	71.2
Total minority	8.6	9.5	17.0	22.5	25.5	26.3
Black	4.6	4.6	5.8	7.2	7.7	7.7
Hispanic	1.9	2.4	3.9	4.6	5.0	5.1
Asian/Pacific Islander	1.7	2.2	6.8	9.9	12.0	12.8
American Indian	0.5	0.3	0.4	0.7	0.8	0.7
Nonresident alien	1.3	1.0	2.0	2.5	2.7	2.5

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

NOTE: Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other published tables. See the glossary for definitions of minority and first-professional degree. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 206 and NCES. (2003). *Digest of Education Statistics, 2002* (NCES 2003-060), table 207. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," 1990 and 1995 and Spring 2001 and 2005.

Participation in Adult Education

Table 11-1. Percentage of population age 16 or older who participated in adult education activities, by age and type of activity: Selected years, 1995–2005

Type of activity	1995	1999	2001	2005
Age 16 or older				
Overall participation	40.2	44.5	46.4	44.4
Work-related courses	20.9	22.1	29.7	26.9
Personal interest courses	19.9	22.2	21.3	21.4
College or university degree programs[1]	6.1	9.3	5.5	5.0
Other activities[2]	2.9	4.1	3.6	3.2
Ages 16–24				
Overall participation	47.0	50.1	52.8	52.9
Work-related courses	14.6	16.3	22.3	21.2
Personal interest courses	21.5	22.7	27.6	26.6
College or university degree programs[1]	12.6	13.6	12.8	11.4
Other activities[2]	8.7	11.6	11.5	9.7
Age 25 or older				
Overall participation	39.3	43.8	45.6	43.2
Work-related courses	21.8	22.9	30.7	27.7
Personal interest courses	19.6	22.1	20.5	20.7
College or university degree programs[1]	5.2	8.7	4.5	4.2
Other activities[2]	2.1	3.1	2.6	2.4

[1] Full-time participation for all or part of the year in a college or university degree program or a vocational or technical diploma program was not counted as an adult education activity.

[2] Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 or older who are not enrolled in elementary or secondary school. There were differences in questionnaire structure, wording, and response options in the 1995, 1999, 2001, and 2005 National Household Education Surveys Program (NHES) questionnaires that could affect the measurement of course participation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 1995, 1999, and 2005 National Household Education Surveys Program (NHES) and Adult Education and Lifelong Learning Survey of the 2001 NHES, previously unpublished tabulation (January 2006).

Participation in Adult Education

Table 11-2. Percentage of population age 16 or older who participated in adult education activities, by type of activity and selected characteristics: 2005

Characteristic	Overall participation	Type of adult education activity: Part-time college or university degree programs[1]	Work-related courses	Personal interest courses	Other activities[2]
Total	**44.4**	**5.0**	**26.9**	**21.4**	**3.2**
Sex					
Male	41.1	5.0	24.5	18.4	3.9
Female	47.5	5.1	29.2	24.3	2.6
Race/ethnicity[3]					
White	45.6	4.9	29.1	22.2	2.1
Black	46.4	5.4	27.0	23.7	3.4
Hispanic	37.6	4.9	16.8	15.3	9.8
Asian/Pacific Islander	44.0	‡	24.3	23.5	‡
Education					
Less than high school	22.1	‡	4.2	11.1	9.2
High school diploma or equivalent	32.6	2.6	16.5	16.1	2.9
Some college, including					
vocational/technical	51.4	7.7	31.4	24.9	2.5
Bachelor's degree or higher	62.5	7.3	46.2	29.5	‡
Age					
16–24	52.9	11.4	21.2	26.6	9.7
25–34	52.2	8.7	31.7	22.1	6.7
35–44	48.7	5.3	33.7	22.1	2.1
45–54	47.9	3.8	36.5	19.7	1.4
55–64	40.3	1.5	27.0	20.7	‡
65 or older	22.9	‡	5.2	18.8	‡
Household income					
$15,000 or less	29.0	2.8	10.9	17.9	4.8
$15,001–30,000	30.7	4.9	14.6	15.1	3.9
$30,001–50,000	42.1	3.3	22.6	21.8	4.3
$50,001–75,000	47.7	5.8	33.0	20.5	‡
More than $75,000	57.6	6.7	39.0	27.0	2.7
Employment/occupation					
Employed in past 12 months	51.7	6.4	35.9	22.0	3.5
Professional or managerial	70.2	8.8	56.3	29.2	‡
Services, sales, or support	48.3	6.3	30.6	22.0	3.6
Trades	34.0	3.3	18.7	12.9	6.3
Not employed in past 12 months	25.5	1.6	4.0	20.0	2.6

‡ Reporting standards not met (too few cases).

[1] Full-time participation for all or part of the year in a college or university degree program or a vocational or technical diploma program was not counted as an adult education activity.

[2] Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

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

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 or older who are not enrolled in elementary or secondary school. The sample also includes individuals who speak Spanish but not English.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (February 2006).

Reading Performance of Students in Grades 4 and 8

Table 12-1. Average reading score, by grade and percentile: Various years, 1992–2005

Grade and percentile	1992[1]	1994[1]	1998[1]	1998	2000	2002	2003	2005
Grade 4	217	214	217	215	213	219	218	219
Standard deviation[2]	36	41	38	39	42	36	37	36
Grade 8	260	260	264	263	—	264	263	262
Standard deviation[2]	36	37	35	35	—	34	35	35
Grade 12	292	287	291	290	—	287	—	—
Standard deviation[2]	33	37	38	38	—	37	—	—
Percentile[3]								
Grade 4								
10th	170	159	167	163	159	170	169	171
25th	194	189	193	191	189	196	195	196
50th	219	219	220	217	218	221	221	221
75th	242	243	244	242	243	244	244	244
90th	261	263	263	262	262	263	264	263
Grade 8								
10th	213	211	217	216	—	220	217	216
25th	237	236	242	241	—	244	242	240
50th	262	262	267	266	—	267	266	265
75th	285	286	288	288	—	288	288	286
90th	305	305	305	306	—	305	306	305
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	—	—

— Not available.

[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.

[3] A percentile indicates the percentage of students whose scores fell at or below a particular score. Thus the 10th and 25th percentiles represent lower scoring students; the 50th percentile represents middle-scoring students; and the 75th and 90th percentiles represent higher scoring students.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis. Beginning in 2003, 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 NAEP.

SOURCE: Perie, M., Grigg, W.S., and Donahue, P.L. (2005). *The Nation's Report Card: Reading 2005* (NCES 2006-451), figures 1 and 10 and previously unpublished tabulation (November 2005). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

Reading Performance of Students in Grades 4 and 8

Table 12-2. Percentage of students at each reading achievement level, by grade: Various years, 1992–2005

Grade and achievement level	1992[1]	1994[1]	1998[1]	1998	2000	2002	2003	2005
Grade 4								
Below Basic	37.9	39.5	37.6	40.4	40.5	36.1	36.6	35.8
At or above Basic	62.1	60.5	62.4	59.6	59.5	63.9	63.4	64.2
At or above Proficient	28.6	29.6	30.8	29.3	29.4	31.5	31.5	31.5
At Advanced	6.4	7.4	7.3	7.1	6.9	7.1	7.7	7.5
Grade 8								
Below Basic	30.5	30.4	25.9	26.6	—	24.5	26.2	27.4
At or above Basic	69.5	69.6	74.1	73.4	—	75.5	73.8	72.6
At or above Proficient	29.2	29.5	33.2	32.3	—	32.6	32.2	30.8
At Advanced	2.9	2.8	2.7	2.6	—	2.8	3.2	3.0
Grade 12								
Below Basic	20.3	25.5	23.0	23.7	—	26.3	—	—
At or above Basic	79.7	74.5	77.0	76.3	—	73.7	—	—
At or above Proficient	40.2	36.3	40.2	40.1	—	36.0	—	—
At Advanced	3.9	4.2	5.7	5.6	—	4.5	—	—

— Not available.

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

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis. Beginning in 2003, 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, achievement levels, and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments, previously unpublished tabulation (November 2005).

Reading Performance of Students in Grades 4 and 8

Table 12-3. Average reading score for 4th- and 8th-graders, by selected student and school characteristics: 1992 and 2005

Student or school characteristic	Grade 4		Grade 8	
	1992[1]	2005	1992[1]	2005
Total	**217**	**219**	**260**	**262**
Sex				
Male	213	216	254	257
Female	221	222	267	267
Race/ethnicity[2]				
White	224	229	267	271
Black	192	200	237	243
Hispanic	197	203	241	246
Asian/Pacific Islander	216	229	268	271
American Indian	‡	204	‡	249
Parents' education				
Less than high school	—	—	243	244
High school diploma or equivalent	—	—	251	252
Some college	—	—	265	265
Bachelor's degree or higher	—	—	271	272
How often student discusses studies at home				
Every day	—	218	—	267
1–3 times a week	—	226	—	268
1–2 times a month	—	216	—	258
Never/hardly ever	—	212	—	252
Number of books in the home				
0–10	—	195	—	238
11–25	—	205	—	248
26–100	—	224	—	264
More than 100	—	229	—	278
Location				
Central city	—	213	—	257
Urban fringe/large town	—	223	—	266
Rural/small town	—	219	—	263
Students in school eligible for free or reduced-price lunch				
10 percent or less	—	238	—	279
11–25 percent	—	230	—	270
26–50 percent	—	221	—	262
51–75 percent	—	211	—	252
More than 75 percent	—	197	—	240

— Not available.

‡ Reporting standards not met (too few cases).

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

[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: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis. Beginning in 2003, 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 NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 2005 Reading Assessments, previously unpublished tabulation (November 2005).

Reading Performance of Students in Grades 4 and 8

Table 12-4. Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992[1] average score	Average score in 2005	Change from 1998[1] average score
United States	**217**	**2***	**260**	**#**
Alabama	208	#	252	-3
Alaska	211	—	259	—
Arizona	207	-2	255	-5*
Arkansas	217	6*	258	2
California	207	4*	250	-2
Colorado	224	7*	265	1
Connecticut	226	4*	264	-6*
Delaware	226	13*	266	12*
District of Columbia	191	3*	238	2
Florida	219	11*	256	1
Georgia	214	2	257	#
Hawaii	210	6*	249	#
Idaho	222	3*	264	—
Illinois	216	—	264	—
Indiana	218	-3	261	—
Iowa	221	-5*	267	—
Kansas	220	—	267	-1
Kentucky	220	7*	264	2
Louisiana	209	5*	253	1
Maine	225	-2	270	-1
Maryland	220	9*	261	#
Massachusetts	231	5*	274	5*
Michigan	218	2	261	—
Minnesota	225	4*	268	3
Mississippi	204	5*	251	-1
Missouri	221	1	265	2
Montana	225	—	269	-2
Nebraska	221	#	267	—
Nevada	207	—	253	-5*
New Hampshire	227	#	270	—
New Jersey	223	#	269	—
New Mexico	207	-4*	251	-7*
New York	223	8*	265	#
North Carolina	217	6*	258	-4*
North Dakota	225	-1	270	—
Ohio	223	5*	267	—
Oklahoma	214	-6*	260	-6*
Oregon	217	—	263	-3
Pennsylvania	223	2	267	—
Rhode Island	216	#	261	-3*
South Carolina	213	3	257	2

See notes at end of table.

Reading Performance of Students in Grades 4 and 8

Table 12-4. Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005—Continued

	Grade 4		Grade 8	
State	Average score in 2005	Change from 1992[1] average score	Average score in 2005	Change from 1998[1] average score
South Dakota	222	—	269	—
Tennessee	214	2	259	1
Texas	219	6*	258	-3
Utah	221	1	262	-2
Vermont	227	—	269	—
Virginia	226	5*	268	1
Washington	223	—	265	1
West Virginia	215	-1	255	-7*
Wisconsin	221	-2	266	1
Wyoming	223	#	268	5*

— Not available (state did not participate in earlier assessment).

Rounds to zero.

* Change in score is statistically significant ($p < .05$).

[1] 1992 was the first year for state-level data in grade 4, and 1998 was the first year for state-level data in grade 8. 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.

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. Beginning in 2003, 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. Differences are based upon unrounded estimates. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: Perie, M., Grigg, W.S., and Donahue, P.L. (2005). *The Nation's Report Card: Reading 2005* (NCES 2006-451), tables 3 and 4 and previously unpublished tabulation (November 2005). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2005 Reading Assessments.

Mathematics Performance of Students in Grades 4 and 8

Table 13-1. Average mathematics score, by grade and percentile: Various years, 1990–2005

Grade and percentile	1990[1]	1992[1]	1996[1]	1996	2000	2003	2005
Grade 4	213	220	224	224	226	235	238
Standard deviation[2]	32	32	31	31	31	28	28
Grade 8	263	268	272	270	273	278	279
Standard deviation[2]	36	36	36	37	38	36	36
Grade 12	294	299	304	302	301	—	—
Standard deviation[2]	36	34	32	34	35	—	—
Percentile[3]							
Grade 4							
10th	171	177	182	182	184	197	200
25th	193	199	204	203	205	216	220
50th	214	221	226	225	227	236	239
75th	235	242	246	245	248	255	258
90th	253	259	262	262	265	270	273
Grade 8							
10th	215	221	224	221	223	230	231
25th	239	243	248	245	249	254	255
50th	264	269	273	273	275	279	280
75th	288	294	298	297	300	303	304
90th	307	315	317	316	320	323	324
Grade 12							
10th	247	254	261	257	255	—	—
25th	270	276	282	279	277	—	—
50th	296	301	305	302	302	—	—
75th	319	324	327	326	326	—	—
90th	339	343	345	344	346	—	—

— Not available.

[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.

[3] A percentile indicates the percentage of students whose scores fell at or below a particular score. Thus the 10th and 25th percentiles represent lower scoring students; the 50th percentile represents middle-scoring students; and the 75th and 90th percentiles represent higher scoring students.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but at the time of this analysis, these data were not available. Beginning in 2003, 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 NAEP.

SOURCE: Perie, M., Grigg, W.S., and Dion, G.S. (2005). *The Nation's Report Card: Mathematics 2005* (NCES 2006-453), figures 1 and 10 and previously unpublished tabulation (November 2005). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments.

Mathematics Performance of Students in Grades 4 and 8

Table 13-2. Percentage of students at each mathematics achievement level, by grade: Various years, 1990–2005

Grade and achievement level	1990[1]	1992[1]	1996[1]	1996	2000	2003	2005
Grade 4							
Below Basic	50.1	41.1	35.8	36.7	34.5	22.8	19.7
At or above Basic	49.9	58.9	64.2	63.3	65.5	77.2	80.3
At or above Proficient	12.7	17.9	21.3	20.8	23.8	32.5	36.3
At Advanced	1.2	1.7	2.3	2.2	2.5	3.9	5.0
Grade 8							
Below Basic	48.2	42.5	37.6	39.0	36.6	31.9	30.9
At or above Basic	51.8	57.5	62.4	61.0	63.4	68.1	69.1
At or above Proficient	15.3	20.9	23.8	23.3	25.7	28.8	29.8
At Advanced	2.0	3.1	3.8	3.7	4.7	5.4	6.0
Grade 12							
Below Basic	41.9	36.3	30.8	34.2	35.0	—	—
At or above Basic	58.1	63.7	69.2	65.8	65.0	—	—
At or above Proficient	11.9	14.7	16.3	16.0	16.8	—	—
At Advanced	1.4	1.6	1.9	2.0	2.3	—	—

— Not available.

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

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but at the time of this analysis, these data were not available. Beginning in 2003, 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, achievement levels, and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments, previously unpublished tabulation (November 2005).

Mathematics Performance of Students in Grades 4 and 8

Table 13-3. Average mathematics score for 4th- and 8th-graders, by selected student and school characteristics: 1990 and 2005

Student or school characteristic	Grade 4		Grade 8	
	1990[1]	2005	1990[1]	2005
Total	**213**	**238**	**263**	**279**
Sex				
Male	214	239	263	280
Female	213	237	262	278
Race/ethnicity[2]				
White	220	246	270	289
Black	188	220	237	255
Hispanic	200	226	246	262
Asian/Pacific Islander	‡	251	‡	295
American Indian	‡	226	‡	264
Parents' education				
Less than high school	—	—	242	259
High school diploma or equivalent	—	—	255	267
Some college	—	—	267	280
Bachelor's degree or higher	—	—	274	290
Location				
Central city	—	233	—	273
Urban fringe/large town	—	241	—	283
Rural/small town	—	238	—	279
Students in school eligible for free or reduced-price lunch				
10 percent or less	—	254	—	298
11–25 percent	—	247	—	289
26–50 percent	—	240	—	280
51–75 percent	—	232	—	268
More than 75 percent	—	220	—	254

— Not available.

‡ Reporting standards not met (too few cases).

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

[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: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but at the time of this analysis, these data were not available. Beginning in 2003, 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 NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990 and 2005 Mathematics Assessments, previously unpublished tabulation (November 2005).

Mathematics Performance of Students in Grades 4 and 8

Table 13-4. Average mathematics score for public school 4th- and 8th-graders and change in score since 1992 and 1990, by state: 2005

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992[1] average score	Average score in 2005	Change from 1990[1] average score
United States	**237**	**19***	**278**	**16***
Alabama	225	17*	262	9*
Alaska	236	—	279	—
Arizona	230	15*	274	15*
Arkansas	236	25*	272	15*
California	230	22*	269	12*
Colorado	239	18*	281	13*
Connecticut	242	15*	281	11*
Delaware	240	22*	281	20*
District of Columbia	211	19*	245	14*
Florida	239	25*	274	19*
Georgia	234	18*	272	13*
Hawaii	230	16*	266	15*
Idaho	242	20*	281	10*
Illinois	233	—	278	17*
Indiana	240	19*	282	14*
Iowa	240	10*	284	6*
Kansas	246	—	284	—
Kentucky	231	16*	274	17*
Louisiana	230	26*	268	21*
Maine	241	9*	281	—
Maryland	238	21*	278	17*
Massachusetts	247	21*	292	—
Michigan	238	18*	277	13*
Minnesota	246	17*	290	15*
Mississippi	227	25*	262	—
Missouri	235	13*	276	—
Montana	241	—	286	6*
Nebraska	238	12*	284	8*
Nevada	230	—	270	—
New Hampshire	246	16*	285	12*
New Jersey	244	17*	284	14*
New Mexico	224	11*	263	7*
New York	238	20*	280	19*
North Carolina	241	28*	282	31*
North Dakota	243	14*	287	6*
Ohio	242	23*	283	19*
Oklahoma	234	14*	271	8*
Oregon	238	—	282	11*
Pennsylvania	241	16*	281	14*
Rhode Island	233	18*	272	12*
South Carolina	238	26*	281	—

See notes at end of table.

Mathematics Performance of Students in Grades 4 and 8

Table 13-4. Average mathematics score for public school 4th- and 8th-graders and change in score since 1992 and 1990, by state: 2005—Continued

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992[1] average score	Average score in 2005	Change from 1990[1] average score
South Dakota	242	—	287	—
Tennessee	232	21*	271	—
Texas	242	24*	281	23*
Utah	239	15*	279	—
Vermont	244	—	287	—
Virginia	240	20*	284	20*
Washington	242	—	285	—
West Virginia	231	16*	269	13*
Wisconsin	241	12*	285	10*
Wyoming	243	18*	282	10*

— Not available (state did not participate in earlier assessment).

* Change in score is statistically significant ($p < .05$).

[1] 1992 was the first year for state-level data in grade 4, and 1990 was the first year for state-level data in grade 8. 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.

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. Beginning in 2003, 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. Differences are based upon unrounded estimates. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: Perie, M., Grigg, W.S., and Dion, G.S. (2005). *The Nation's Report Card: Mathematics 2005* (NCES 2006-453), tables 3 and 4 and previously unpublished tabulation (November 2005). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 1990, 1992, and 2005 Mathematics Assessments.

Trends in the Achievement Gaps in Reading and Mathematics

Table 14-1. White-Black and White-Hispanic gaps in average reading and mathematics scores, by grade: Various years, 1990–2005

Subject, race/ethnicity,[1] and grade	1990	1992	1994	1996	1998	2000	2002	2003	2005
Reading									
White-Black gap									
Grade 4	—	32	38	—	32	34	30	31	29
Grade 8	—	30	30	—	26	—	27	28	28
White-Hispanic gap									
Grade 4	—	27	35	—	32	35	28	28	26
Grade 8	—	26	24	—	27	—	26	27	25
Mathematics									
White-Black gap									
Grade 4	32	35	—	34	—	31	—	27	26
Grade 8	33	40	—	41	—	40	—	35	34
White-Hispanic gap									
Grade 4	20	25	—	25	—	27	—	22	20
Grade 8	24	28	—	30	—	31	—	29	27

— Not available (tests not conducted in all grades for all years).

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: The score gap is determined by subtracting the average Black or Hispanic score, respectively, from the average White score. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990–94. Beginning in 2002, the National Assessment of Educational Progress (NAEP) national sample for grades 4 and 8 was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Reading and Mathematics Assessments, previously unpublished tabulation (December 2005).

Poverty and Student Mathematics Achievement

Table 15-1. Average mathematics score and percentage of public school 4th-graders, by percentage of students in the school eligible for free or reduced-priced lunch and selected student characteristics: 2005

			Students in school eligible to receive free or reduced-price lunch									
	Total		10 percent or less		11–25 percent		26–50 percent		51–75 percent		More than 75 percent	
Student characteristic	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent
Total	**237**	**100**	**255**	**100**	**247**	**100**	**240**	**100**	**232**	**100**	**221**	**100**
Race/ethnicity[1]												
White	246	57	256	82	249	79	244	70	239	52	232	14
Black	220	17	236	4	231	6	226	12	221	20	214	36
Hispanic	225	20	244	5	236	8	231	12	226	21	221	44
Asian/Pacific Islander	251	4	265	8	256	5	248	4	241	3	237	3
American Indian	227	1	244	#	238	1	232	1	227	2	218	2
Language other than English spoken in the home												
Never	239	52	254	56	247	60	241	58	234	53	219	37
Sometimes	240	30	257	35	249	30	242	29	234	28	222	29
Always	229	18	254	10	241	10	233	13	227	19	221	34
Student eligibility for free or reduced-price lunch												
Eligible	225	46	239	7	235	19	232	36	227	59	219	87
Not eligible	248	52	256	91	250	80	245	62	241	39	231	12

Rounds to zero.

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

NOTE: Detail may not sum to totals because of rounding and because data were not available for a small number of cases (1 percent of cases for race/ethnicity and 2 percent for eligibility for free or reduced-price lunch).

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

Poverty and Student Mathematics Achievement

Table 15-2. Percentage of public school 4th-graders, by percentage of students in the school eligible for free or reduced-priced lunch and selected teacher and school characteristics: 2005

Teacher or school characteristic	Total	Students in school eligible to receive free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	**100**	**100**	**100**	**100**	**100**	**100**
Teacher characteristic						
Number of years spent teaching						
4 or less	21	17	17	18	22	28
5–9	26	26	24	23	24	31
10–19	27	29	28	28	27	24
20 or more	27	28	31	31	27	18
School characteristic						
Mathematics specialist available						
Full time	13	10	8	8	11	26
Part time	18	23	16	16	18	19
Not at all	69	68	75	76	71	56
Time per week spent in mathematics instruction						
Less than 3 hours	1	#	#	1	1	1
3–4.9 hours	16	20	20	18	15	11
5–6.9 hours	67	72	70	67	66	62
7 hours or more	16	9	10	14	18	26
Percent of students receiving Title I services						
10 or less	52	90	74	53	38	24
11–25	15	9	23	26	14	3
26–50	9	1	3	15	13	6
51–75	3	#	#	1	9	5
More than 75	20	#	#	5	25	62
Percent of students receiving English as a Second Language instruction						
10 or less	78	97	92	82	70	57
11–25	11	3!	7	15	16	11
26–50	6	#	1	3	9	12
51–75	3	#	#	#	3	9
More than 75	3	#	#	#	2	10
Enrollment						
Less than 300	11	6	10	14	13	10
300–499	32	30	34	38	31	28
500–699	31	39	33	27	31	31
700 or more	25	26	23	21	26	31
Location						
Central city	31	15	18	22	30	59
Urban fringe/large town	44	71	59	42	33	27
Rural/small town	25	14	23	36	36	14

Rounds to zero.

NOTE: 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), 2005 Mathematics Assessment, previously unpublished tabulation (October 2005).

Reading and Mathematics Score Trends by Age

Table 16-1. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1971 through 2004

Age, sex, and race/ethnicity	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	2004
9-year-olds											
Total	**208**	**210**	**215**	**211**	**212**	**209**	**211**	**211**	**212**	**212**	**219**
Sex											
Male	201	204	210	207	207	204	206	207	207	209	216
Female	214	216	220	214	216	215	215	215	218	215	221
Race/ethnicity[1]											
White	214	217	221	218	218	217	218	218	220	221	226
Black	170	181	189	186	189	182	185	185	191	186	200
Hispanic	—	183	190	187	194	189	192	186	195	193	205
13-year-olds											
Total	**255**	**256**	**258**	**257**	**257**	**257**	**260**	**258**	**258**	**259**	**259**
Sex											
Male	250	250	254	253	252	251	254	251	251	254	254
Female	261	262	263	262	263	263	265	266	264	265	264
Race/ethnicity[1]											
White	261	262	264	263	261	262	266	265	266	267	266
Black	222	226	233	236	243	241	238	234	234	238	244
Hispanic	—	232	237	240	240	238	239	235	238	244	242
17-year-olds											
Total	**285**	**286**	**285**	**289**	**290**	**290**	**290**	**288**	**288**	**288**	**285**
Sex											
Male	279	280	282	284	286	284	284	282	281	281	278
Female	291	291	289	294	294	296	296	295	295	295	292
Race/ethnicity[1]											
White	291	293	293	295	295	297	297	296	295	295	293
Black	239	241	243	264	274	267	261	266	266	264	264
Hispanic	—	252	261	268	271	275	271	263	265	271	264

— Not available.

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

NOTE: Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or a disability. Totals include other race/ethnicity categories not separately shown. The NAEP scores range from 0 to 500 and have been evaluated at certain performance levels. Students at reading score level 150 are able to follow brief written directions and carry out simple, discrete reading tasks. Students at reading score level 200 are able to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. Students at reading score level 250 are able to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. Students at reading score level 300 are able to find, understand, summarize, and explain relatively complicated literary and informational material. Students at reading score level 350 can extend and restructure the ideas presented and can synthesize and learn from specialized and complex texts.

SOURCE: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-1, 3-1, 3-2, and 3-3. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1971–2004 Long-Term Trend Reading Assessment.

Reading and Mathematics Score Trends by Age

Table 16-2. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1973 through 2004

Age, sex, and race/ethnicity	1973	1978	1982	1986	1990	1992	1994	1996	1999	2004
9-year-olds										
Total	**219**	**219**	**219**	**222**	**230**	**230**	**231**	**231**	**232**	**241**
Sex										
Male	218	217	217	222	229	231	232	233	233	243
Female	220	220	221	222	230	228	230	229	231	240
Race/ethnicity[1]										
White	225	224	224	227	235	235	237	237	239	247
Black	190	192	195	202	208	208	212	212	211	224
Hispanic	202	203	204	205	214	212	210	215	213	230
13-year-olds										
Total	**266**	**264**	**269**	**269**	**270**	**273**	**274**	**274**	**276**	**281**
Sex										
Male	265	264	269	270	271	274	276	276	277	283
Female	267	265	268	268	270	272	273	272	274	279
Race/ethnicity[1]										
White	274	272	274	274	276	279	281	281	283	288
Black	228	230	240	249	249	250	252	252	251	262
Hispanic	239	238	252	254	255	259	256	256	259	265
17-year-olds										
Total	**304**	**300**	**298**	**302**	**305**	**307**	**306**	**307**	**308**	**307**
Sex										
Male	309	304	301	305	306	309	309	310	310	308
Female	301	297	296	299	303	305	304	305	307	305
Race/ethnicity[1]										
White	310	306	304	308	309	312	312	313	315	313
Black	270	268	272	279	289	286	286	286	283	285
Hispanic	277	276	277	283	284	292	291	292	293	289

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

NOTE: Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or a disability. Totals include other race/ethnicity categories not separately shown. The NAEP scores range from 0 to 500 and have been evaluated at certain performance levels. A score of 150 implies the knowledge of some basic addition and subtraction facts, and most students at this level can add 2-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. A score of 200 implies considerable understanding of 2-digit numbers and knowledge of some basic multiplication and division facts. A score of 250 implies an initial understanding of the four basic operations. Students at this level can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations. A score of 300 implies an ability to compute decimals, simple fractions, and percents. Students at this level can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. A score of 350 implies an ability to apply a range of reasoning skills to solve multistep problems. Students at this level can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots.

SOURCE: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-4, 3-5, 3-6, and 3-7. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1973–2004 Long-Term Trend Mathematics Assessment.

International Comparisons of Mathematics Literacy

Table 17-1. Average combined mathematics literacy, subscales, and problem-solving scores of 15-year-old students, by country: 2003

Country	Combined mathematics literacy	Mathematics subscales				Problem-solving
		Space and shape	Change and relationships	Quantity	Uncertainty	
OECD average	**500***	**496***	**499***	**501***	**502***	**500***
OECD countries						
Australia	524*	521*	525*	517*	531*	530*
Austria	506*	515*	500*	513*	494	506*
Belgium	529*	530*	535*	530*	526*	525*
Canada	532*	518*	537*	528*	542*	529*
Czech Republic	516*	527*	515*	528*	500*	516*
Denmark	514*	512*	509*	516*	516*	517*
Finland	544*	539*	543*	549*	545*	548*
France	511*	508*	520*	507*	506*	519*
Germany	503*	500*	507*	514*	493	513*
Greece	445*	437*	436*	446*	458*	449*
Hungary	490	479	495*	496*	489	501*
Iceland	515*	504*	509*	513*	528*	505*
Ireland	503*	476	506*	502*	517*	498*
Italy	466*	470	452*	475	463*	470
Japan	534*	553*	536*	527*	528*	547*
Korea, Republic of	542*	552*	548*	537*	538*	550*
Luxembourg	493*	488*	487	501*	492	494*
Mexico	385*	382*	364*	394*	390*	384*
Netherlands	538*	526*	551*	528*	549*	520*
New Zealand	523*	525*	526*	511*	532*	533*
Norway	495*	483*	488	494*	513*	490*
Poland	490	490*	484	492*	494	487*
Portugal	466*	450*	468*	465*	471*	470
Slovak Republic	498*	505*	494	513*	476*	492*
Spain	485	476	481	492*	489	482
Sweden	509*	498*	505*	514*	511*	509*
Switzerland	527*	540*	523*	533*	517*	521*
Turkey	423*	417*	423*	413*	443*	408*
United States	483	472	485	476	491	477
Non-OECD countries						
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 ($p < .05$).

[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 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 displayed separately from those of the OECD countries and are not included in the OECD average. Participants were scored on a 1,000-point scale. The international standard deviation is 100 points. See *supplemental note 5* for more information on 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 17-2. 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						
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 in this indicator.

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 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 displayed separately from those of the OECD countries and are not included in the OECD average. See *supplemental note 5* for more information on 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 17-3. 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							
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 in this indicator.

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 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 displayed separately from those of the OECD countries and are not included in the OECD average. Participants were scored on a 1,000-point scale. The international standard deviation is 100 points. See *supplemental note 5* for more information on 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.

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

Table 18-1. Average science score by percentile and percentage of students at each achievement level, by grade: 1996, 2000, and 2005

	Grade 4			Grade 8			Grade 12		
Percentile and achievement level	**1996[1]**	**2000**	**2005**	**1996[1]**	**2000**	**2005**	**1996[1]**	**2000**	**2005**
Average score									
Total	**147**	**147**	**151**	**149**	**149**	**149**	**150**	**146**	**147**
Percentile[2]									
10th	99	99	109	103	101	101	105	101	101
25th	125	125	130	127	126	126	128	124	125
50th	150	150	153	152	152	151	152	148	149
75th	172	172	173	174	175	174	174	170	171
90th	190	190	189	192	194	192	192	189	189
Percentage at achievement level									
Achievement level									
Below Basic	37	37	32	40	41	41	43	48	46
At or above Basic	63	63	68	60	59	59	57	52	54
At or above Proficient	28	27	29	29	30	29	21	18	18
At Advanced	3	3	3	3	4	3	3	2	2

[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1996 science assessment.

[2] A percentile indicates the percentage of students whose scores fell at or below a particular score. Thus the 10th and 25th percentiles represent lower scoring students; the 50th percentile represents middle-scoring students; and the 75th and 90th percentiles represent higher scoring students.

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

SOURCE: Grigg, W., Lauko, M., and Brockway, D. (2006). *The Nation's Report Card: Science 2005* (NCES 2006-466), figures 1 and 17 and previously unpublished tabulation (January 2006). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

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

Table 18-2. Average science score for 4th-, 8th-, and 12th-graders, by selected student characteristics: 1996, 2000, and 2005

Characteristic	Grade 4			Grade 8			Grade 12		
	1996[1]	2000	2005	1996[1]	2000	2005	1996[1]	2000	2005
Total	**147**	**147**	**151**	**149**	**149**	**149**	**150**	**146**	**147**
Sex									
Male	148	149	153	150	153	150	154	148	149
Female	146	145	149	148	146	147	147	145	145
Race/ethnicity[2]									
White	158	159	162	159	161	160	159	153	156
Black	120	122	129	121	121	124	123	122	120
Hispanic	124	122	133	128	127	129	131	128	128
Asian/Pacific Islander	144	—	158	151	153	156	147	149	153
American Indian	129	135	138	148	147	128	144	151	139
Parents' education									
Less than high school	—	—	—	—	—	128	—	—	125
High school diploma or equivalent	—	—	—	—	—	138	—	—	136
Some college	—	—	—	—	—	151	—	—	148
Bachelor's degree or higher	—	—	—	—	—	159	—	—	157
Eligible for free or reduced-price lunch									
Eligible	129	127	135	129	127	130	—	—	—
Not eligible	159	158	162	156	159	159	—	—	—
Information not available	151	160	160	157	155	160	—	—	—

— Not available.

[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1996 science assessment.

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

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

SOURCE: Grigg, W., Lauko, M., and Brockway, D. (2006). *The Nation's Report Card: Science 2005* (NCES 2006-466), figures 4, 6, 8, and 10–16. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

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

Table 18-3. Average science score for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005

	Grade 4		Grade 8		
State	2000	2005	1996[1]	2000	2005
United States	**145***	**149**	**148**	**148**	**147**
Alabama	143	142	139	143*	138
Arizona	140	139	145*	145*	140
Arkansas	145	147	144	142	144
California	129*	137	138	129*	136
Colorado	—	155	155	—	155
Connecticut	156	155	155	153	152
Delaware	—	152	142*	—	152
Florida	—	150	142	—	141
Georgia	142*	148	142	142	144
Hawaii	136*	142	135	130*	136
Idaho	152	155	—	158	158
Illinois	150	148	—	148	148
Indiana	154	152	153	154*	150
Kentucky	152*	158	147*	150*	153
Louisiana	139	143	132*	134*	138
Maine	161	160	163*	158	158
Maryland	145*	149	145	146	145
Massachusetts	161	160	157*	158*	161
Michigan	152	152	153	155	155
Minnesota	157	156	159	159	158
Mississippi	133	133	133	134	132
Missouri	157	158	151	154	154
Montana	160	160	162	164	162
Nevada	142	140	‡	141*	138
New Hampshire	—	161	‡	—	162
New Jersey	—	154	‡	—	153
New Mexico	140	141	141*	139	138
North Carolina	147	149	147	145	144
North Dakota	160	160	162	159*	163
Ohio	155	157	—	159	155
Oklahoma	151	150	—	149	147
Oregon	148	151	155	154	153
Rhode Island	148	146	149*	148	146
South Carolina	140*	148	139*	140*	145
South Dakota	—	158	—	—	161
Tennessee	145*	150	143	145	145
Texas	145*	150	145	143	143
Utah	154	155	156*	154	154
Vermont	160	160	157*	159*	162
Virginia	155*	161	149*	151*	155

See notes at end of table.

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

Table 18-3. Average science score for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005—Continued

	Grade 4		Grade 8		
State	2000	2005	1996[1]	2000	2005
Washington	—	153	150*	—	154
West Virginia	149	151	147	146	147
Wisconsin	‡	158	160	‡	158
Wyoming	156	157	158	156*	159

— Not available.

‡ Reporting standards not met.

* Significantly different from 2005 ($p < .05$).

[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1996 science assessment.

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. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: Grigg, W., Lauko, M., and Brockway, D. (2006). *The Nation's Report Card: Science 2005* (NCES 2006-466), tables 2 and 3. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

Trends in Adult Literacy

Table 19-1. Average prose, document, and quantitative literacy scores of adults age 16 or older, by selected characteristics: 1992 and 2003

	Prose		Document		Quantitative	
Characteristic	**1992**	**2003**	**1992**	**2003**	**1992**	**2003**
Total	**276**	**275**	**271**	**271**	**275**	**283**
Sex						
Male	276	272	274	269	283	286
Female	277	277	268	272	269	279
Race/ethnicity[1]						
White	287	288	281	282	288	297
Black	237	243	230	238	222	238
Hispanic	234	216	238	224	233	233
Asian/Pacific Islander	255	271	259	272	268	285
Age						
16–18	270	267	270	268	264	267
19–24	280	276	282	277	277	279
25–39	288	283	286	282	286	292
40–49	293	282	284	277	292	289
50–64	269	278	258	270	272	289
65 or older	235	248	221	235	235	257
Language spoken before starting school[2]						
English only	282	283	275	276	280	289
English and Spanish	255	262	253	259	247	261
English and other language	273	278	260	268	271	289
Spanish	205	188	216	199	212	211
Other language	239	249	241	257	246	270
Education						
Less than high school[3]	226	217	223	219	219	221
High school diploma or equivalent	267	261	261	258	267	268
Some college	295	288	291	282	296	296
Bachelor's degree or higher	332	320	322	307	330	327
Employment status						
Employed full time	290	285	286	281	292	296
Employed part time	285	281	279	277	281	287
Unemployed	263	269	261	265	261	270
Not in labor force	252	255	244	250	247	261

[1] Black includes African American, Hispanic includes Latino, and Asian/Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. In 1992, respondents were allowed to identify only one race; in 2003, respondents were allowed to identify multiple races. Included in the total but not shown separately are American Indians/Alaska Natives and respondents with more than one race.

[2] The "English and Spanish" category includes adults who spoke only English and Spanish as well as adults who spoke English, Spanish, and another language(s). The "Spanish" category includes adults who spoke only Spanish as well as adults who spoke Spanish and another non-English language(s). The "other language" category includes only adults who spoke neither English nor Spanish.

[3] Included in this category are those still enrolled in high school. In 2003, this accounted for 3 percent of the total population age 16 or older.

NOTE: Prose literacy is the knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts, such as paragraphs from stories); document literacy is the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats, such as bills or prescription labels); and quantitative literacy is the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). To compare results between 1992 and 2003, the 1992 results were rescaled using the criteria and methods established for the 2003 assessment.

SOURCE: Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21st Century* (NCES 2006-470), figures 1, 4, 11, 14, and 18 and previously unpublished tabulation (December 2005). Data from U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL) and 1992 National Adult Literacy Survey (NALS).

Trends in Adult Literacy

Table 19-2. Percentage of adults age 16 or older in each prose, document, and quantitative literacy achievement level, by selected characteristics: 2003

Characteristic	Prose				Document				Quantitative			
	Below Basic	Basic	Intermediate	Proficient	Below Basic	Basic	Intermediate	Proficient	Below Basic	Basic	Intermediate	Proficient
Total	**14**	**29**	**44**	**13**	**12**	**22**	**53**	**13**	**22**	**33**	**33**	**13**
Sex												
Male	15	29	43	13	14	23	51	13	21	31	33	16
Female	12	29	46	14	11	22	54	13	22	35	32	11
Race/ethnicity[1]												
White	7	25	51	17	8	19	58	15	13	32	39	17
Black	24	43	31	2	24	35	40	2	47	36	15	2
Hispanic	44	30	23	4	36	26	33	5	50	29	17	4
Asian/Pacific Islander	14	32	42	12	11	22	54	13	19	34	35	12
Age												
16–18	11	37	48	5	11	24	56	9	28	38	28	6
19–24	11	29	48	12	9	20	58	13	21	36	33	10
25–39	12	25	45	18	8	19	56	17	17	31	35	17
40–49	11	27	47	15	10	20	54	15	19	32	34	16
50–64	13	27	44	15	12	23	54	12	19	30	34	17
65 or older	23	38	34	4	27	33	38	3	34	37	24	5
Language spoken before starting school[2]												
English only	9	27	49	15	9	21	56	13	18	33	35	15
English and Spanish	14	38	42	6	12	29	54	5!	31	39	26	4!
English and other language	7	33	51	9	10	25	57	8	15	38	34	14
Spanish	61	25	13	1	49	25	23	3	62	25	11	2
Other language	26	33	34	7	20	24	46	10	28	33	29	10
Education												
Less than high school[3]	44	34	21	2	38	28	30	4	58	28	13	2
High school diploma or equivalent	12	40	44	4	13	30	53	5	25	42	29	4
Some college	6	25	56	13	5	19	64	12	10	34	43	13
Bachelor's degree or higher	2	12	51	35	2	10	61	28	3	20	43	33

! Interpret data with caution (estimates are unstable).

[1] Black includes African American, Hispanic includes Latino, and Asian/Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. In 1992, respondents were allowed to identify only one race; in 2003, respondents were allowed to identify multiple races. Included in the total but not shown separately are American Indians/Alaska Natives and respondents with more than one race.

[2] The "English and Spanish" category includes adults who spoke only English and Spanish as well as adults who spoke English, Spanish, and another language(s). The "Spanish" category includes adults who spoke only Spanish as well as adults who spoke Spanish and another non-English language(s). The "other language" category includes only adults who spoke neither English nor Spanish.

[3] Included in this category are those still enrolled in high school. In 2003, this accounted for 3 percent of the total population age 16 or older.

NOTE: Prose literacy is the knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts, such as paragraphs from stories); document literacy is the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats, such as bills or prescription labels); and quantitative literacy is the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Detail may not sum to totals because of rounding.

SOURCE: Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21st Century* (NCES 2006-470), figures 2, 5–10, 12, 13, 15, and 16 and previously unpublished tabulation (December 2005). Data from U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL).

Adult Reading Habits

Table 20-1. Percentage of adults age 16 or older who participated in literary practices, by frequency of participation and materials in the home and selected characteristics: 2003

Characteristic	Read newspapers or magazines			Read books			Read letters and notes			25 or more books in the home
	Every day	A few times a week or weekly	Less than once a week/ never	Every day	A few times a week or weekly	Less than once a week/ never	Every day	A few times a week or weekly	Less than once a/ week/ never	
Total	**48.4**	**36.4**	**15.2**	**31.6**	**30.4**	**37.9**	**50.6**	**29.3**	**20.1**	**88.2**
Sex										
Male	49.4	35.0	15.6	24.5	30.7	44.8	47.3	30.5	22.2	87.2
Female	47.4	37.7	14.9	38.3	30.2	31.5	53.7	28.2	18.1	89.0
Age										
16–18	23.3	55.8	20.9	35.8	33.6	30.6	32.1	42.7	25.2	88.8
19–24	28.6	52.3	19.2	24.3	35.6	40.1	36.2	39.8	23.9	79.6
25–39	37.5	45.1	17.4	27.9	33.0	39.1	52.6	29.3	18.1	87.7
40–49	49.9	35.8	14.4	33.0	29.6	37.4	58.3	24.1	17.6	91.6
50–64	61.7	25.7	12.6	36.2	27.4	36.4	58.8	23.4	17.7	90.8
65 or older	72.3	16.7	11.0	33.8	25.9	40.2	43.1	31.4	25.5	86.5
Education										
Less than high school[1]	28.6	39.4	32.0	21.4	27.0	51.6	30.0	33.1	36.9	72.3
High school diploma or equivalent	48.6	37.1	14.3	23.8	29.8	46.4	44.6	33.4	22.0	86.5
Some college	50.7	37.7	11.6	35.3	30.8	33.9	57.3	28.1	14.6	93.0
Bachelor's degree or higher	61.9	31.1	7.0	46.4	33.7	19.9	68.0	21.9	10.1	97.5
Race/ethnicity[2]										
White	53.7	34.6	11.6	33.8	30.0	36.2	53.7	28.7	17.6	92.7
Black	42.3	42.1	15.7	32.5	35.9	31.6	49.1	32.4	18.5	81.8
Hispanic	27.4	36.8	35.9	18.8	26.8	54.4	34.8	28.9	36.3	66.9
Asian/Pacific Islander	38.0	47.9	14.1	29.7	34.9	35.4	51.6	29.0	19.4	90.5
American Indian	45.3	36.7	18.0	18.1	34.7	47.2	44.7	34.2	21.1	86.3
More than one race	43.8	42.8	13.4	39.2	25.2	35.7	48.5	35.0	16.4	92.2
Language spoken before starting school										
English only	51.3	36.4	12.3	33.4	30.7	36.0	52.8	29.5	17.7	91.1
English and Spanish	44.9	40.8	14.2	34.2	36.6	29.2	56.9	28.8	14.3	82.8
English and other language	56.8	34.6	8.5	33.3	39.1	27.6	59.7	24.2	16.1	92.0
Spanish	19.8	33.6	46.5	14.3	23.1	62.6	26.4	28.6	45.0	59.3
Other language	43.6	40.0	16.5	29.2	29.8	41.1	45.3	30.9	23.9	87.3
Household income										
Less than $15,000	35.2	39.7	25.1	25.9	28.6	45.5	36.3	32.8	30.9	71.7
$15,000–29,999	44.3	36.9	18.8	27.9	28.4	43.8	43.0	32.6	24.3	83.1
$30,000–49,999	48.7	37.7	13.7	29.8	30.3	40.0	46.7	32.3	21.0	88.8
$50,000–74,999	50.7	38.4	10.8	32.5	30.6	36.9	57.1	27.6	15.3	93.5
$75,000 or more	60.1	31.3	8.6	39.6	32.9	27.6	67.1	22.5	10.5	97.9
Poverty[3]										
Poor	31.0	41.7	27.3	23.9	28.5	47.6	35.2	33.1	31.7	72.8
Near-poor	44.8	37.3	17.9	28.5	28.4	43.2	42.8	32.2	25.1	84.0
Nonpoor	55.0	34.9	10.2	34.9	31.4	33.6	58.4	27.1	14.5	93.7

[1] Included in this category are those still enrolled in high school. In 2003, this accounted for 3 percent of the total population age 16 or older.

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

[3] "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold

NOTE: Respondents age 16 or older living in households or prisons were asked about how often they read newspapers or magazines, books, or letters and notes in English; they could respond "every day," "a few times a week," "once a week," "less than once a week," or "never." Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL), previously unpublished tabulation (December 2005).

Youth Neither in School nor Working

Table 21-1. Percentage of youth ages 16–19 who were neither enrolled in school nor working, by selected characteristics: Selected years, 1986–2005

Characteristic	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003	2004	2005
Total	**9.9**	**9.8**	**9.2**	**10.0**	**9.7**	**9.2**	**7.4**	**7.5**	**8.5**	**8.3**	**6.9**	**7.9**
Sex												
Male	8.7	8.1!	7.7!	8.4!	8.2!	7.8!	7.3!	6.1!	8.3	8.5	6.7	7.7
Female	11.1	11.4	10.7	11.6	11.3	10.6	7.6!	8.9	8.8	8.1	7.2	8.1
Age												
16–17	5.1	4.5	4.6!	4.8	5.0	4.5!	3.4!	3.6!	3.6	3.5	3.6	3.5
18–19	14.9	15.2	13.3	15.2	14.6	14.2	11.6	11.3	13.7	13.9	11.0	13.2
Education												
Less than high school, not enrolled in high school	55.0	57.4	53.7	61.5	60.0	52.9	48.0	42.0	49.0	51.4	48.7	54.1
High school diploma or equivalent	12.6	12.1	10.4	13.2	12.4	12.5	9.7	11.0	12.9	14.1	10.8	12.9
Race/ethnicity[1]												
White	8.0	7.4	7.4	7.4	7.4	7.1	5.5!	5.1!	6.5	6.2	5.6	5.9
Black	14.5	15.1	12.0	17.0	13.7	13.8	9.5	12.1	14.1	13.8	9.1	11.6
Hispanic	17.1	19.9	18.2	15.3	17.9	14.8	14.6	13.0	12.7	12.1	11.6	13.1
Asian/Pacific Islander	—	6.0	3.1!	6.8	4.1!	3.2!	5.6!	4.3!	3.1	5.2	4.1	4.3
Other	10.1	21.8	12.3	14.1	8.5	21.8	12.4	18.6	19.3	11.3	8.3	9.3
Citizenship												
U.S.-born	—	—	—	—	9.0	8.9	6.8	7.1	8.2	7.9	6.6	7.6
Naturalized U.S. citizen	—	—	—	—	17.2	1.5!	11.1	4.8!	4.3	11.1	4.6	5.0
Non-U.S. citizen	—	—	—	—	18.3	14.3	15.9	12.7	13.1	13.2	12.1	13.3
Poverty[2]												
Poor	22.6	25.1	21.5	25.5	22.9	20.9	15.9	15.9	20.4	18.9	15.6	17.7
Near-poor	13.0	13.2	13.3	12.1	13.0	10.9	11.7	11.6	11.4	11.6	9.3	10.8
Nonpoor	5.3	5.1	5.1	4.8	4.3!	5.2	4.0!	4.2!	5.3	5.1	4.4	4.8

— Not available.

! Interpret data with caution (estimates are unstable).

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

[2] "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold. See *supplemental note 1* for more information on poverty.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1986–2005, previously unpublished tabulation (October 2005).

Annual Earnings of Young Adults

Table 22-1. Median annual earnings of all full-time, full-year wage and salary workers ages 25–34, by sex, race/ethnicity, and educational attainment: Selected years, 1980–2004

[In constant 2004 dollars]

Sex, race/ethnicity,[1] and educational attainment	1980	1985	1990	1995	2000	2001	2002	2003	2004
Total	**$35,600**	**$35,100**	**$32,500**	**$31,600**	**$34,200**	**$34,000**	**$33,800**	**$33,200**	**$33,600**
Educational attainment									
Less than high school	27,000	24,900	23,200	21,000	22,100	22,400	22,500	22,000	21,800
High school diploma or equivalent	32,400	30,200	28,500	26,400	28,600	28,000	28,000	27,500	27,100
Some college	35,900	35,300	32,600	30,200	32,700	32,900	32,500	32,000	32,000
Bachelor's degree or higher	40,800	43,900	43,000	41,100	45,000	44,700	44,600	44,300	43,500
Sex									
Male									
Total	**40,600**	**39,100**	**36,700**	**34,200**	**37,800**	**37,600**	**37,300**	**36,600**	**36,300**
Educational attainment									
Less than high school	30,700	27,500	25,200	24,100	23,200	23,800	24,000	23,100	23,600
High school diploma or equivalent	38,800	35,200	32,000	29,700	32,300	31,400	31,100	31,000	30,400
Some college	40,800	39,800	37,600	33,000	38,000	37,400	37,300	36,100	36,400
Bachelor's degree or higher	46,300	48,200	46,000	46,400	50,900	51,200	51,400	49,600	50,700
Female									
Total	**27,600**	**29,100**	**28,900**	**27,500**	**30,100**	**31,200**	**31,600**	**31,500**	**31,000**
Educational attainment									
Less than high school	19,900	19,600	18,200	17,100	18,500	17,900	18,000	19,900	18,700
High school diploma or equivalent	25,500	25,000	23,700	21,800	23,500	24,200	24,600	24,400	24,000
Some college	27,800	28,900	29,000	26,700	27,800	28,100	28,200	28,000	28,800
Bachelor's degree or higher	34,100	36,900	38,800	37,300	39,900	40,200	42,000	41,300	40,300
Race/ethnicity									
White									
Total	**36,700**	**36,600**	**34,600**	**33,000**	**35,600**	**36,800**	**37,100**	**36,400**	**36,700**
Educational attainment									
Less than high school	29,100	27,400	24,700	22,700	23,200	23,800	24,700	23,800	25,700
High school diploma or equivalent	33,700	31,700	29,900	27,700	30,200	29,700	29,800	29,900	30,600
Some college	36,700	36,700	34,300	31,400	33,900	33,900	33,600	32,700	34,100
Bachelor's degree or higher	41,400	44,600	43,600	43,000	45,100	45,000	45,100	44,600	44,600
Black									
Total	**28,200**	**27,100**	**26,300**	**26,400**	**28,500**	**28,900**	**29,200**	**29,400**	**27,600**
Educational attainment									
Less than high school	20,600	18,600	18,500	18,000	20,900	21,900	20,900	18,400	19,900
High school diploma or equivalent	27,100	25,300	23,600	22,400	23,500	24,700	25,900	26,200	24,100
Some college	29,700	27,300	28,700	27,800	28,900	28,900	29,400	28,000	29,600
Bachelor's degree or higher	35,900	36,500	38,000	34,600	38,800	39,500	40,100	42,000	39,200
Hispanic									
Total	**30,800**	**29,400**	**27,000**	**25,500**	**28,000**	**27,300**	**27,800**	**27,200**	**26,600**
Educational attainment									
Less than high school	27,300	23,200	21,400	19,800	20,500	21,700	21,500	21,700	20,800
High school diploma or equivalent	28,000	27,200	24,900	23,600	25,600	25,200	26,300	24,700	24,000
Some college	34,900	33,400	30,500	26,000	30,600	30,700	30,400	31,400	31,200
Bachelor's degree or higher	38,100	42,300	39,600	38,300	41,600	39,600	42,600	38,700	40,100

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: Earnings presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow direct comparison across years. See *supplemental note 11* for further discussion. "Full-year worker" indicates worked 50 or more weeks the previous year, and "full-time worker" indicates usually worked 35 or more hours per week. 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, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

Annual Earnings of Young Adults

Table 22-2. Ratio of median annual earnings of all full-time, full-year wage and salary workers ages 25–34 whose highest level of educational attainment was less than high school, some college, or a bachelor's degree or higher, compared with those with a high school diploma or equivalent, by sex and race/ethnicity: Selected years, 1980–2004

Sex, race/ethnicity,[1] and educational attainment	1980	1985	1990	1995	2000	2001	2002	2003	2004
Total population									
Total	**1.10**	**1.16**	**1.14**	**1.20**	**1.19**	**1.21**	**1.20**	**1.21**	**1.24**
Sex									
Male	1.05	1.11	1.15	1.15	1.17	1.20	1.20	1.18	1.20
Female	1.08	1.16	1.22	1.27	1.28	1.29	1.28	1.29	1.29
Race/ethnicity									
White	1.09	1.15	1.16	1.19	1.18	1.24	1.24	1.22	1.20
Black	1.04	1.07	1.12	1.18	1.21	1.17	1.13	1.12	1.15
Hispanic	1.10	1.08	1.08	1.08	1.09	1.08	1.06	1.10	1.11
Less than high school									
Total	**0.83**	**0.82**	**0.81**	**0.80**	**0.77**	**0.80**	**0.80**	**0.80**	**0.80**
Sex									
Male	0.79	0.78	0.79	0.81	0.72	0.76	0.77	0.75	0.78
Female	0.78	0.78	0.77	0.78	0.79	0.74	0.73	0.81	0.78
Race/ethnicity									
White	0.86	0.87	0.83	0.82	0.77	0.80	0.83	0.80	0.84
Black	0.76	0.74	0.78	0.80	0.89	0.89	0.81	0.70	0.82
Hispanic	0.97	0.85	0.86	0.84	0.80	0.86	0.82	0.88	0.87
Some college									
Total	**1.11**	**1.17**	**1.14**	**1.14**	**1.14**	**1.18**	**1.16**	**1.16**	**1.18**
Sex									
Male	1.05	1.13	1.18	1.11	1.18	1.19	1.20	1.16	1.20
Female	1.09	1.16	1.23	1.23	1.19	1.16	1.14	1.15	1.20
Race/ethnicity									
White	1.09	1.16	1.15	1.14	1.12	1.14	1.13	1.10	1.11
Black	1.10	1.08	1.21	1.24	1.23	1.17	1.14	1.07	1.23
Hispanic	1.25	1.23	1.22	1.10	1.20	1.22	1.15	1.28	1.30
Bachelor's degree or higher									
Total	**1.26**	**1.45**	**1.51**	**1.55**	**1.57**	**1.60**	**1.59**	**1.61**	**1.60**
Sex									
Male	1.19	1.37	1.44	1.56	1.58	1.63	1.65	1.60	1.67
Female	1.34	1.47	1.64	1.71	1.70	1.66	1.71	1.69	1.68
Race/ethnicity									
White	1.23	1.41	1.46	1.55	1.49	1.52	1.51	1.49	1.46
Black	1.32	1.45	1.61	1.55	1.65	1.60	1.55	1.61	1.63
Hispanic	1.36	1.55	1.59	1.62	1.63	1.57	1.62	1.57	1.67

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.46 for Whites in 2004 whose highest level of education is a bachelor's degree or higher indicates that they earned 46 percent more than Whites who had a high school diploma or equivalent. The ratio of 0.78 for females in 2004 whose highest education level was less than high school indicates that they earned 22 percent less than females who had a high school diploma or equivalent. "Full-year worker" indicates worked 50 or more weeks the previous year, and "full-time worker" indicates usually worked 35 or more hours per week. 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, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

Annual Earnings of Young Adults

Table 22-3. Ratio of median annual earnings of male to female, White to Black, and White to Hispanic full-time, full-year wage and salary workers ages 25–34, by educational attainment: Selected years, 1980–2004

Earnings ratio and educational attainment	1980	1985	1990	1995	2000	2001	2002	2003	2004
Ratio of male to female									
Total population	**1.47**	**1.35**	**1.27**	**1.24**	**1.26**	**1.20**	**1.18**	**1.16**	**1.17**
Educational attainment									
Less than high school	1.54	1.40	1.39	1.41	1.25	1.33	1.34	1.16	1.26
High school diploma or equivalent	1.52	1.41	1.35	1.37	1.38	1.30	1.26	1.27	1.27
Some college	1.47	1.38	1.30	1.23	1.37	1.33	1.33	1.29	1.27
Bachelor's degree or higher	1.36	1.31	1.19	1.24	1.28	1.27	1.22	1.20	1.26
Ratio of White to Black[1]									
Total population	**1.30**	**1.35**	**1.31**	**1.25**	**1.25**	**1.27**	**1.27**	**1.24**	**1.33**
Educational attainment									
Less than high school	1.41	1.48	1.34	1.27	1.11	1.09	1.18	1.29	1.29
High school diploma or equivalent	1.24	1.26	1.26	1.24	1.29	1.20	1.15	1.14	1.27
Some college	1.24	1.35	1.19	1.13	1.17	1.18	1.14	1.17	1.15
Bachelor's degree or higher	1.16	1.22	1.15	1.24	1.16	1.14	1.13	1.06	1.14
Ratio of White to Hispanic[1]									
Total population	**1.19**	**1.24**	**1.28**	**1.30**	**1.27**	**1.35**	**1.33**	**1.34**	**1.38**
Educational attainment									
Less than high school	1.07	1.18	1.15	1.15	1.13	1.10	1.15	1.10	1.24
High school diploma or equivalent	1.20	1.16	1.20	1.17	1.18	1.18	1.13	1.21	1.28
Some college	1.05	1.10	1.12	1.21	1.11	1.10	1.11	1.04	1.09
Bachelor's degree or higher	1.09	1.05	1.10	1.12	1.08	1.14	1.06	1.15	1.11

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.33 for the total population of Whites to Blacks in 2004 indicates that White young adults earned 33 percent more than Black young adults, on average. "Full-year worker" indicates worked 50 or more weeks the previous year, and "full-time worker" indicates usually worked 35 or more hours per week. 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, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

Postsecondary Expectations of 12th-Graders

Table 23-1. Percentage of 12th-graders who expected to attain various levels of education, by family socioeconomic status (SES), sex, and race/ethnicity: 1981–82, 1991–92, and 2003–04

Family SES, sex, and race/ethnicity	High school or less			Some college			Bachelor's degree			Graduate or professional school			Do not know		
	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04
Total	**20.5**	**5.0**	**5.0**	**35.8**	**23.9**	**18.1**	**19.2**	**34.2**	**33.5**	**15.8**	**31.4**	**35.0**	**8.7**	**5.4**	**8.4**
Family SES[1]															
Lowest quarter	34.1	10.6	9.6	37.9	37.7	27.4	10.0	24.9	28.8	6.3	18.6	22.0	11.6	8.3	12.1
Middle two quarters	19.1	5.1	5.0	40.7	27.1	19.8	19.5	36.6	35.6	13.3	25.8	30.8	7.5	5.4	8.8
Highest quarter	6.2	1.3	1.3	24.8	9.0	7.4	30.7	36.0	33.4	33.3	50.0	53.2	5.0	3.7	4.6
Sex															
Male	24.4	6.3	6.9	33.6	24.3	20.6	18.3	33.9	34.4	15.5	29.1	28.8	8.1	6.4	9.4
Female	16.7	3.7	3.1	37.9	23.4	15.6	20.1	34.5	32.7	16.1	33.8	41.2	9.3	4.5	7.4
Race/ethnicity[2]															
White	20.3	5.1	4.7	35.0	23.9	17.3	20.7	35.5	35.1	16.1	30.7	35.9	7.9	4.9	7.0
Black	17.1	4.3	5.0	40.8	21.8	18.8	15.1	31.6	32.1	15.2	35.3	35.3	11.7	6.9	8.8
Hispanic	29.0	5.8	6.4	35.7	28.8	23.1	12.4	29.1	28.2	11.0	28.4	28.8	11.9	7.9	13.5
Asian/Pacific Islander	6.7	2.7	2.5	29.3	18.2	10.4	22.5	34.0	32.7	35.2	40.3	47.6	6.3	4.7	6.9
Males, by race/ethnicity[2]															
White	23.4	6.4	6.7	32.5	24.1	19.8	20.1	35.0	36.1	16.4	28.8	29.1	7.6	5.7	8.4
Black	23.3	4.1	6.7	41.3	26.6	22.3	12.7	33.7	34.6	12.1	27.0	28.4	10.7	8.6!	7.9
Hispanic	34.9	7.8	7.9	32.7	25.7	26.3	10.8	27.3	28.4	11.0	28.4	22.4	10.6	10.9	15.0
Asian/Pacific Islander	7.4!	3.9!	3.8	31.2	19.8	12.7	22.8	32.7	34.0	31.0	39.0	41.8	7.6!	4.7	7.8
Females, by race/ethnicity[2]															
White	17.2	3.7	2.7	37.4	23.6	14.8	21.3	36.0	34.1	15.8	32.6	42.8	8.3	4.1	5.6
Black	11.6	4.6	3.5	40.4	17.4	15.4	17.3	29.6	29.8	18.1	43.0	41.8	12.5	5.4	9.6
Hispanic	22.6	3.9	5.1	38.9	31.8	20.1	14.2	30.8	28.0	11.0	28.4	34.9	13.2	5.1	12.0
Asian/Pacific Islander	5.8!	1.5!	1.0!	27.1	16.5	7.9	22.1	35.5	31.2	40.1	41.8	54.0	4.9!	4.8	5.8

! Interpret data with caution (estimates are unstable).

[1] The SES variable is a composite based on parents' educational attainment, occupations, and family income. See *supplemental note 7* for more detail about SES variable construction in the three datasets.

[2] Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are students who identified themselves as American Indian/Alaska Native or, in 2004, as more than one race.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "First Follow-up, Student Survey, 1982, Data Analysis System"; National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, Student Survey, 1992"; and Education Longitudinal Study of 2002 (ELS:02/04), "First Follow-up, Student Survey, 2004"; previously unpublished tabulations (October 2005).

Postsecondary Expectations of 12th-Graders

Table 23-2. Percentage of 12th-graders who expected to attain various levels of education, by education-related characteristics: 2003–04

Characteristic	High school or less	Some college	Bachelor's degree	Graduate or professional school	Do not know
Total	**5.0**	**18.1**	**33.5**	**35.0**	**8.4**
Mathematics skills test score					
Lowest quarter	11.9	31.4	26.4	16.2	14.1
Middle two quarters	3.6	18.7	36.5	33.1	8.1
Highest quarter	0.7	3.6	34.5	57.8	3.4
Highest mathematics course in high school					
Geometry or lower	12.4	33.1	24.0	15.0	15.5
Algebra II	4.2	21.9	38.4	26.4	8.9
Trigonometry, precalculus, or calculus	1.2	7.2	35.7	51.9	4.0
English language skills					
Fluent or very good	4.8	17.6	33.8	35.9	7.9
Less than very good	6.0	23.5	30.1	28.5	11.9
Ever held back					
Retained in any grade through grade 11	13.0	26.7	22.4	21.2	16.6
Never retained	4.2	17.3	34.6	36.3	7.6
College entrance requirements					
Sought information	1.9	16.8	37.1	39.1	5.0
Did not seek information	12.1	32.1	20.9	9.2	25.7
Took college entrance test					
Already took SAT/ACT	1.4	9.0	38.8	46.2	4.6
Plan to take it	4.4	31.3	32.0	18.7	13.6
Do not plan or not thought about it	18.1	38.7	16.5	9.9	16.8
Postsecondary schools applied to					
None	6.0	34.5	30.7	15.7	13.2
One school	1.2	20.4	37.9	34.0	6.5
Two to four schools	0.8	10.0	40.0	45.2	4.0
Five or more schools	0.3!	3.1	29.7	64.3	2.6

! Interpret data with caution (estimates are unstable).

NOTE: 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:02/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (October 2005).

Student Absenteeism

Table 24-1. Percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: Various years, 1994–2005

	Grade 4					Grade 8				
			3 or more days					3 or more days		
Year	0 days	1–2 days	Total	3–4 days	5 or more days	0 days	1–2 days	Total	3–4 days	5 or more days
1994	52	30	18	11	7	44	33	22	13	9
1998	53	30	17	11	6	44	34	22	14	8
2002	52	30	18	11	6	45	35	20	13	7
2003	49	30	22	13	8	44	35	22	14	8
2005	52	29	19	12	7	45	35	20	13	7

NOTE: From 1994 to 2000, students responded to the question "How many days of school did you miss last month?" After 2001, students were asked "How many days were you absent from school in the last month?" 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), various years, 1994–2005 Reading Assessments, previously unpublished tabulation (December 2005).

Student Absenteeism

Table 24-2. Percentage distribution of 4th- and 8th-grade students who reported missing 3 or more days of school in the previous month, by grade and selected characteristics: Various years, 1994–2005

Characteristic	Grade 4					Grade 8				
	1994	1998	2002	2003	2005	1994	1998	2002	2003	2005
Total	**18**	**17**	**18**	**22**	**19**	**22**	**22**	**20**	**22**	**20**
Sex										
Male	18	16	17	21	18	22	21	19	21	20
Female	18	18	18	22	20	22	22	20	22	21
Race/ethnicity[1]										
White	17	16	17	22	18	20	21	19	21	19
Black	21	18	20	24	21	27	22	22	24	24
Hispanic	23	20	19	22	21	27	24	22	23	23
Asian/Pacific Islander	12	‡	13	13	13	21	15	12	11	12
American Indian	‡	‡	24	28	25	‡	‡	32	32	29
English language learner[2]										
Yes	—	23	20	20	21	—	26	23	23	23
No	—	17	18	22	19	—	22	20	22	20
Classified as having a disability										
Yes	—	26	23	27	24	—	31	28	30	29
No	—	16	17	21	19	—	21	19	21	20
Language other than English spoken in home										
Yes	19	18	19	22	20	24	22	21	22	21
No	18	16	17	22	18	21	22	19	21	20
Student eligibility for free or reduced-price lunch[3]										
Eligible	—	21	21	25	23	—	26	24	26	25
Not eligible	—	14	16	20	17	—	20	18	19	18
School location										
Central city	20	17	18	22	20	24	22	21	23	22
Urban fringe/large town	17	16	17	20	18	21	21	20	20	20
Rural/small town	17	18	18	23	20	20	23	19	22	19
Percent of students in school eligible for free or reduced-price lunch										
10 or less	—	14	15	18	16	—	18	16	18	17
11–25	—	16	16	20	18	—	20	19	20	18
26–50	—	16	18	23	19	—	22	20	23	21
51–75	—	19	19	24	21	—	27	22	24	23
More than 75	—	19	21	23	22	—	25	25	26	25

— Not available.

‡ Reporting standards not met (too few cases).

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

[2] In testing years previous to 2005, English language learners (ELL) were identified as limited English proficient (LEP).

[3] This information was not available for a small percentage of students (2 percent of the total population in 2005).

NOTE: From 1994 to 2000, students responded to the question "How many days of school did you miss last month?" After 2001, students were asked "How many days were you absent from school in the last month?" Accommodations were not permitted for the 1994 assessment, but they were permitted for all other assessment years reported here.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2005 Reading Assessments, previously unpublished tabulation (December 2005).

Grade Retention

Table 25-1. Percentage of youth ages 16–19 who had ever been retained in a grade in their school career, by current enrollment status and selected characteristics: 1995, 1999, and 2004

	1995				1999				2004			
Characteristic	Total	Enrolled in high school	Completed high school	Dropped out of school	Total	Enrolled in high school	Completed high school	Dropped out of school	Total	Enrolled in high school	Completed high school	Dropped out of school
Total	**16.1**	**19.7**	**6.1**	**34.5**	**11.6**	**14.3**	**21.7**	**21.7**	**9.6**	**11.7**	**3.8**	**21.4**
Grade level retained												
K–5	11.3	14.2	4.6	22.5	7.7	10.1	3.4	12.2	5.2	6.7	2.3!	9.5
6–12	7.1	18.0	5.9	22.5	5.3	6.2	1.9!	14.1	5.1	6.0	1.6!	16.5
Race/ethnicity[1]												
White	14.9	18.0	6.2	38.4	10.5	12.6	5.0	25.1	8.1	9.8	2.9	26.3
Black	22.0	25.0	9.2	41.6	16.3	19.4	6.8!	30.0	16.1	18.7	7.6	30.9
Hispanic	18.0	24.3	4.9!	21.3	13.2	18.7	4.0!	12.2	9.2!	11.5	4.3!	10.5!
Sex												
Male	20.5	24.2	9.0	39.7	14.4	17.9	5.5	26.4	13.0	15.5	5.4	25.0
Female	11.7	14.4	3.6	29.8	8.7	10.4	4.7	16.5	6.0	7.4	2.4!	16.3
Family income												
Lowest quarter	25.5	28.9	10.4	40.0	18.9	23.2	7.1	27.5	16.9	23.4	3.7!	28.3
Middle two quarters	15.0	20.0	4.3	29.9	12.3	15.6	5.7	18.0	10.6	12.6	4.7	23.1
Highest quarter	9.1	11.4	5.9!	20.0	7.1!	8.2	4.2!	23.9	3.9!	4.9!	1.9!	11.3!
Family type												
Two-parent household	14.4	17.5	5.6	34.6	10.0	12.0	4.8	21.2	7.8	9.4	3.1	20.1
None or one-parent household	19.7	25.2	7.2	34.3	14.4	19.2	5.4	22.0	12.5	16.0	4.9	22.6
Region												
Northeast	14.5	18.5	6.3!	33.9	11.9	14.4	6.6!	22.0	8.9	11.0	4.5!	19.2
South	20.6	24.9	6.3	42.9	14.8	18.4	6.5	23.6	14.0	16.9	5.1	31.6
Midwest	13.6	17.2	5.0!	29.0	9.2	11.4	3.5!	22.5	7.3!	8.2	3.4!	22.3
West	12.8	14.8	7.1	21.6	9.0	11.1	3.5!	17.7	5.4!	7.6!	1.6!	7.6!
Primary language spoken in the home												
English	16.4	19.7	6.3	39.8	11.8	14.1	5.5	26.4	10.0	12.0	3.8	28.8
Language other than English	14.4	19.1	5.1!	18.1	10.8	15.6	2.5!	11.2	7.7!	10.2	4.2!	6.4!

! Interpret data with caution (estimates are unstable).

[1] Black includes African American and Hispanic includes Latino. Included in the total but not shown separately are Asian, Native Hawaiian and other Pacific Islander, and American Indian (including Alaska Native) youth. Race categories exclude Hispanic origin unless specified.

NOTE: "Completed high school" includes those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate) and includes those with higher levels of educational attainment. Estimates rely upon retrospective data reported by the respondent or a household informant on behalf of the respondent. See *supplemental note 1* for the states in each region.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1995, 1999, and 2004, previously unpublished tabulation (December 2005).

Status Dropout Rates by Race/Ethnicity

Table 26-1. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2004

		Race/ethnicity[1]		
Year	Total	White	Black	Hispanic
1972	14.6	12.3	21.3	34.3
1973	14.1	11.6	22.2	33.5
1974	14.3	11.9	21.2	33.0
1975	13.9	11.4	22.9	29.2
1976	14.1	12.0	20.5	31.4
1977	14.1	11.9	19.8	33.0
1978	14.2	11.9	20.2	33.3
1979	14.6	12.0	21.1	33.8
1980	14.1	11.4	19.1	35.2
1981	13.9	11.4	18.4	33.2
1982	13.9	11.4	18.4	31.7
1983	13.7	11.2	18.0	31.6
1984	13.1	11.0	15.5	29.8
1985	12.6	10.4	15.2	27.6
1986	12.2	9.7	14.2	30.1
1987	12.7	10.4	14.1	28.6
1988	12.9	9.6	14.5	35.8
1989	12.6	9.4	13.9	33.0
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992	11.0	7.7	13.7	29.4
1993	11.0	7.9	13.6	27.5
1994	11.5	7.7	12.6	30.0
1995	12.0	8.6	12.1	30.0
1996	11.1	7.3	13.0	29.4
1997	11.0	7.6	13.4	25.3
1998	11.8	7.7	13.8	29.5
1999	11.2	7.3	12.6	28.6
2000	10.9	6.9	13.1	27.8
2001	10.7	7.3	10.9	27.0
2002	10.5	6.5	11.3	25.7
2003	9.9	6.3	10.9	23.5
2004	10.3	6.8	11.8	23.8

[1] Beginning in 2003, respondents were able to identify as being "more than one race." For 2003 and 2004, the Black and White categories include individuals who considered themselves to be one race. The Hispanic category includes Hispanics of all races and racial combinations. 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. For 2003 and 2004, the "more than one race" category is also included in the total but not shown separately due to small sample size. 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. A high school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. 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., DeBell, M., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2004* (NCES 2006-085), table 8. Data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004.

Status Dropout Rates by Race/Ethnicity

Table 26-2. Status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2004

Characteristic	Status dropout rate (percent)	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all dropouts	Percent of population
Total	**10.3**	**3,766**	**36,504**	**100.0**	**100.0**
Sex					
Male	11.6	2,140	18,406	56.8	50.4
Female	9.0	1,626	18,097	43.2	49.6
Race/ethnicity[1]					
White	6.8	1,530	22,654	40.6	62.1
Black	11.8	594	5,048	15.8	13.8
Hispanic	23.8	1,499	6,301	39.8	17.3
Asian/Pacific Islander	3.6	56	1,577	1.5	4.3
More than one race	6.1	39	640	1.0	1.8
Age					
16	3.8	169	4,472	4.5	12.2
17	5.2	211	4,084	5.6	11.2
18	10.6	400	3,784	10.6	10.4
19	11.2	440	3,917	11.7	10.7
20–24	12.6	2,546	20,247	67.6	55.5
Immigration status					
Born outside the 50 states and the District of Columbia					
Hispanic	38.4	954	2,488	25.3	6.8
Non-Hispanic	6.5	126	1,954	3.4	5.3
First generation[2]					
Hispanic	14.7	313	2,129	8.3	5.8
Non-Hispanic	2.6	54	2,081	1.4	5.7
Second generation or more[3]					
Hispanic	13.7	231	1,684	6.1	4.6
Non-Hispanic	8.0	2,087	26,168	55.4	71.6
Region					
Northeast	8.8	613	6,938	16.3	19.0
Midwest	8.0	669	8,400	17.8	23.0
South	11.4	1,471	12,871	39.1	35.3
West	12.2	1,012	8,294	26.9	22.7

[1] Beginning in 2003, respondents were able to identify themselves as being "more than one race." The White, Black, and Asian/Pacific Islander categories include individuals who considered themselves to be one race. The Hispanic category consists of Hispanics of all races and racial combinations. Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Due to small sample size, American Indians/Alaska Natives are included in the total but are not shown separately. 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 General Educational Development (GED) certificate. Detail may not sum to totals because of rounding.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2004* (NCES 2006-085), table 6. Data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2004.

High School Sophomores Who Left Without Graduating Within 2 Years

Table 27-1. Percentage of high school sophomores in spring 1980, 1990, and 2002 who had left school without completing a 4-year program as of spring 2 years later

Cohort	Percent
Spring 1980 sophomores who had left without completing a 4-year program as of spring 1982	13.6
Spring 1990 sophomores who had left without completing a 4-year program as of spring 1992	10.1
Spring 2002 sophomores who had left without completing a 4-year program as of spring 2004	7.8

NOTE: This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004"; National Education Longitudinal Study of 1988 (NELS:88), "Base Year through Third Follow-up, 1994"; and High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "Base Year through Second Follow-up, 1982"; previously unpublished tabulations (January 2006).

High School Sophomores Who Left Without Graduating Within 2 Years

Table 27-2. Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by student characteristics, academic achievement, school experiences, and school characteristics

Characteristic	Percent
All sophomores	**7.8**
Student characteristics	
Sex	
Male	8.9
Female	6.7
Race/ethnicity[1]	
White	6.0
Black	10.8
Hispanic	12.7
Asian/Pacific Islander	3.8
American Indian	9.6!
More than one race	9.3
Parents' education	
Less than high school	18.5
High school diploma or equivalent	11.7
Some college	7.3
Bachelor's degree or higher	4.4
Socioeconomic status (SES)[2]	
Lowest quarter	14.8
Middle two quarters	7.1
Highest quarter	2.4
English is the student's first language	
Yes	7.2
No	11.5
Academic achievement	
Mathematics achievement in spring 2002[3]	
Lowest quarter	14.8
Middle low quarter	10.6
Middle high quarter	4.6
Highest quarter	1.9
Ever in remedial mathematics class	
Yes	10.4
No	6.9
Student must pass a test to receive a high school diploma	
Yes	8.2
No	6.1

See notes at end of table.

High School Sophomores Who Left Without Graduating Within 2 Years

Table 27-2. Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by student characteristics, academic achievement, school experiences, and school characteristics—Continued

Characteristic	Percent
School experiences	
Number of times absent from school in the current school year	
Never	3.5
1–2 times	4.2
3 or more	10.7
How many times suspended or placed on probation	
Never	5.9
1–2 times	20.0
3 or more	30.7
How many friends dropped out of high school	
None	2.8
A few	10.6
Some	15.7
Most or all	25.9
Ever repeated grades 8–10	
Yes	38.6
No	5.5
School characteristics	
School control	
Public	8.3
Private	1.6
Percent of 10th-graders in school in spring 2002 who were eligible for free or reduced-price lunch	
0–5	4.1
6–20	7.1
21–50	9.6
51–100	11.2

! Interpret data with caution (estimates are unstable).

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

[2] The socioeconomic status (SES) variable is a composite based on parents' educational attainment, occupations, and family income. See *supplemental note 7* for more detail about the SES variable construction.

[3] Mathematics achievement is measured using a comprehensive assessment of mathematical ability that is similar to the mathematics assessments of the National Assessment of Educational Progress. The test items range from simple number operations to the solution of complex equations.

NOTE: This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

High School Sophomores Who Left Without Graduating Within 2 Years

Table 27-3. Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by reason for leaving school

Reason for leaving school	Percent
Missed too many school days	43.5
Thought it would be easier to get GED	40.5
Getting poor grades/failing school	38.0
Did not like school	36.6
Could not keep up with schoolwork	32.1
Became pregnant[1]	27.8
Got a job	27.8
Thought could not complete course requirements	25.6
Could not get along with teachers	25.0
Could not work at same time	21.7
Had to support family	20.0
Did not feel belonged there	19.9
Could not get along with other students	18.7
Was suspended from school	16.9
Had to care for a member of family	15.5
Became father/mother of a baby	14.4
Had changed schools and did not like new one	11.2
Thought would fail competency test	10.5
Did not feel safe	10.0
Was expelled from school	9.9
Got married/planned to get married	6.8

[1] Percentage of female respondents only. The reason could only be selected by female respondents.

NOTE: This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

Public High School Graduation Rates by State

Table 28-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: 2000–01, 2001–02, and 2002–03

State	2000–01		2001–02		2002–03	
	Averaged freshman graduation rate[1]	Total number of graduates[2]	Averaged freshman graduation rate[1]	Total number of graduates[2]	Averaged freshman graduation rate[1]	Total number of graduates[2]
United States	**71.7**	**2,569,200**	**72.6**	**2,621,534**	**73.9**	**2,719,947**
Alabama	63.7	37,082	62.1	35,887	64.7	36,741
Alaska	68.0	6,812	65.9	6,945	68.0	7,297
Arizona	74.2	46,733	74.7	47,175	75.9	49,986
Arkansas	73.9	27,100	74.8	26,984	76.6	27,555
California	71.6	315,189	72.7	325,895	74.1	341,097
Colorado	73.2	39,241	74.7	40,760	76.4	42,379
Connecticut	77.5	30,388	79.7	32,327	80.9	33,667
Delaware	71.0	6,614	69.5	6,482	73.0	6,817
District of Columbia	60.2	2,808	68.4	3,090	59.6	2,725
Florida	61.2	111,112	63.4	119,537	66.7	127,484
Georgia	58.7	62,499	61.1	65,983	60.8	66,890
Hawaii	68.3	10,102	72.1	10,452	71.3	10,013
Idaho	79.6	15,941	79.3	15,874	81.4	15,858
Illinois	75.6	110,624	77.1	116,657	75.9	117,507
Indiana	72.1	56,172	73.1	56,722	75.5	57,897
Iowa	82.8	33,774	84.1	33,789	85.3	34,860
Kansas	76.5	29,360	77.1	29,541	76.9	29,963
Kentucky	69.8	36,957	69.8	36,337	71.7	37,654
Louisiana	63.7	38,314	64.4	37,905	64.1	37,610
Maine	76.4	12,654	75.6	12,593	76.3	12,947
Maryland	78.7	49,222	79.7	50,881	79.2	51,864
Massachusetts	78.9	54,393	77.6	55,272	75.7	55,987
Michigan	75.4	96,515	72.9	95,001	74.0	100,301
Minnesota	83.6	56,581	83.9	57,440	84.8	59,432
Mississippi	59.7	23,748	61.2	23,740	62.7	23,810
Missouri	75.5	54,138	76.8	54,487	78.3	56,925
Montana	80.0	10,628	79.8	10,554	81.0	10,657
Nebraska	83.8	19,658	83.9	19,910	85.2	20,161
Nevada	70.0	15,127	71.9	16,270	72.3	16,378
New Hampshire	77.8	12,294	77.8	12,452	78.2	13,210
New Jersey	85.4	76,130	85.8	77,664	87.0	81,391
New Mexico	65.9	18,199	67.4	18,094	63.1	16,923
New York	61.5	141,884	60.5	140,139	60.9	143,818
North Carolina	66.5	63,288	68.2	65,955	70.1	69,696
North Dakota	85.4	8,445	85.0	8,114	86.4	8,169
Ohio	76.5	111,281	77.5	110,608	79.0	115,762
Oklahoma	75.8	37,458	76.0	36,852	76.0	36,694
Oregon	68.3	29,939	71.0	31,153	73.7	32,587
Pennsylvania	79.0	114,436	80.2	114,943	81.7	119,933
Rhode Island	73.5	8,603	75.7	9,006	77.7	9,318
South Carolina	56.5	30,026	57.9	31,302	59.7	32,482

See notes at end of table.

Public High School Graduation Rates by State

Table 28-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: 2000–01, 2001–02, and 2002–03 —Continued

State	2000–01		2001–02		2002–03	
	Averaged freshman graduation rate[1]	Total number of graduates[2]	Averaged freshman graduation rate[1]	Total number of graduates[2]	Averaged freshman graduation rate[1]	Total number of graduates[2]
South Dakota	77.4	8,881	79.0	8,796	83.0	8,999
Tennessee	59.0	40,642	59.6	40,894	63.4	44,113
Texas	70.8	215,316	73.5	225,167	75.5	238,111
Utah	81.6	31,036	80.5	30,183	80.2	29,527
Vermont	80.2	6,856	82.0	7,083	83.6	6,970
Virginia	77.5	66,067	76.7	66,519	80.6	72,943
Washington	69.2	55,081	72.2	58,311	74.2	60,435
West Virginia	75.9	18,440	74.2	17,128	75.7	17,287
Wisconsin	83.3	59,341	84.8	60,575	85.8	63,272
Wyoming	73.4	6,071	74.4	6,106	73.9	5,845

[1] The rate is the number of graduates divided by the estimated count of freshmen 4 years earlier. The averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (because this is when current year seniors were freshmen), and the number of 10th-graders 3 years earlier divided by 3. Enrollment counts include a proportional distribution of students not enrolled in a specific grade.

[2] Graduates include only those who earned regular diplomas as defined by the state or district.

SOURCE: Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (2005). *The Averaged Freshman Graduation Rate for Public High Schools from the Common Core of Data: School Years 2001–02 and 2002–03* (NCES 2006-601), tables 2 and 3 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Data File: School Years 1996–97 through 2003–04."

Immediate Transition to College

Table 29-1. Percentage of high school completers who were enrolled in college the October immediately after completing high school, by family income and race/ethnicity: 1972–2004

		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	53.1	57.6	80.1	66.2	57.5	60.0	58.6	57.7
2004	66.7	49.6	†	63.5	79.3	68.8	62.5	†	61.8	†

— 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 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 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.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation for 2004 (November 2005).

Immediate Transition to College

Table 29-2. Percentage of high school completers who were enrolled in college the October immediately after completing high school, by sex and type of institution: 1972–2004

	Male			Female		
Year	Total	2-year[1]	4-year[1]	Total	2-year[1]	4-year[1]
1972	52.7	—	—	46.0	—	—
1973	50.0	14.6	35.4	43.4	15.2	28.2
1974	49.4	16.6	32.8	45.9	13.9	32.0
1975	52.6	19.0	33.6	49.0	17.4	31.6
1976	47.2	14.5	32.7	50.3	16.6	33.8
1977	52.1	17.2	35.0	49.3	17.8	31.5
1978	51.1	15.6	35.5	49.3	18.3	31.0
1979	50.4	16.9	33.5	48.4	18.1	30.3
1980	46.7	17.1	29.7	51.8	21.6	30.2
1981	54.8	20.9	33.9	53.1	20.1	33.0
1982	49.1	17.5	31.6	52.0	20.6	31.4
1983	51.9	20.2	31.7	53.4	18.4	35.1
1984	56.0	17.7	38.4	54.5	21.0	33.5
1985	58.6	19.9	38.8	56.8	19.3	37.5
1986	55.8	21.3	34.5	51.9	17.3	34.6
1987	58.3	17.3	41.0	55.3	20.3	35.0
1988	57.1	21.3	35.8	60.7	22.4	38.3
1989	57.6	18.3	39.3	61.6	23.1	38.5
1990	58.0	19.6	38.4	62.2	20.6	41.6
1991	57.9	22.9	35.0	67.1	26.8	40.3
1992	60.0	22.1	37.8	63.8	23.9	40.0
1993	59.9	22.9	37.0	65.2	22.8	42.4
1994	60.6	23.0	37.5	63.2	19.1	44.1
1995	62.6	25.3	37.4	61.3	18.1	43.2
1996	60.1	21.5	38.5	69.7	24.6	45.1
1997	63.6	21.4	42.2	70.3	24.1	46.2
1998	62.4	24.4	38.0	69.1	24.3	44.8
1999	61.4	21.0	40.5	64.4	21.1	43.3
2000	59.9	23.1	36.8	66.2	20.0	46.2
2001	59.7	18.6	41.1	63.6	20.7	42.9
2002	62.1	20.5	41.7	68.3	23.0	45.3
2003	61.2	21.9	39.3	66.5	21.0	45.5
2004	61.4	21.8	39.6	71.5	23.1	48.5

— 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 institutions 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 Current Population Survey (CPS) 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 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.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation for 2004 (November 2005).

Immediate Transition to College

Table 29-3. Percentage of high school completers who were enrolled in college the October immediately after completing high school, by parents' education: 1992–2004

Year	Total	Less than high school	High school diploma or equivalent	Some college, including vocational/ technical	Bachelor's degree or higher	Not available[1]
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
2004	66.7	39.6	54.7	66.5	85.8	54.4

[1] Parents' education is not available for those who do not live with their parents and who are classified as a householder 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. See *supplemental note 2* for CPS definition for parents' education.

NOTE: Includes those ages 16–24 completing high school in a given year. "High school completers" meant those who received a high school diploma or equivalency certificate. 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, Census Bureau, Current Population Survey (CPS), October Supplement, 1992–2004, previously unpublished tabulation for 2004 (November 2005).

Degrees Earned by Women

Table 30-1. Number of bachelor's degrees earned by women, by field of study: Various years, 1979–80 through 2003–04

Field of study	1979–80	1989–90	1999–2000	2003–04
Total[1]	**455,800**	**559,600**	**707,500**	**804,100**
Health professions and related clinical sciences	52,500	49,900	67,500	63,900
Education	87,100	82,100	81,900	83,500
English language/literature/letters	21,000	31,400	34,000	37,200
Psychology	26,700	38,600	56,700	63,900
Visual and performing arts	25,800	24,700	34,800	47,100
Communication, journalism, and related programs	15,000	31,200	34,900	47,200
Social sciences and history	45,200	52,200	65,000	76,500
Biological and biomedical sciences	19,400	18,900	36,700	38,300
Business	62,100	116,200	127,400	154,600
Mathematics and statistics	4,800	6,600	5,500	6,100
Computer/information sciences	3,400	8,200	10,600	14,900
Agriculture/natural resources	6,800	4,100	10,400	10,900
Physical sciences and science technologies	5,500	5,000	7,400	7,500
Engineering and engineering technologies	6,500	11,600	13,700	14,700

[1] Includes other fields not shown separately.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 249 and 276–297. Data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" and 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:87-00) and IPEDS, Fall 2004.

Degrees Earned by Women

Table 30-2. Number and percentage of master's and doctoral degrees earned by women and change in the percentage earned by women from 1979–80 to 2003–04, by field of study: Various years, 1979–80 through 2003–04

Field of study	1979–80 Number	1979–80 Percent of total	1989–90 Number	1989–90 Percent of total	1999–2000 Number	1999–2000 Percent of total	2003–04 Number	2003–04 Percent of total	Change in percentage points between 1979–80 and 2003–04
Master's degrees									
Total[1]	**147,300**	**49.4**	**170,600**	**52.6**	**265,300**	**58.0**	**329,400**	**58.9**	**9.5**
Health professions and related clinical sciences	11,300	73.6	15,900	78.0	33,100	77.7	35,300	78.5	4.9
Education	71,500	70.2	64,400	75.9	94,000	76.4	124,500	76.7	6.4
English language/literature/letters	3,800	63.8	4,200	66.4	4,700	67.0	5,500	69.1	5.3
Psychology	5,800	58.8	7,400	68.5	11,900	75.7	14,100	78.8	20.0
Visual and performing arts	4,600	53.3	4,800	56.3	6,200	57.2	7,400	57.1	3.8
Communication, journalism, and related programs	1,600	50.5	2,600	60.8	3,500	63.3	4,600	66.2	15.8
Biological and biomedical sciences	2,300	36.2	2,400	49.2	3,700	53.8	4,400	57.9	21.6
Social sciences and history	4,400	36.0	4,700	40.7	7,000	50.1	8,300	51.5	15.5
Agriculture/natural resources	900	22.5	1,100	33.8	2,000	46.0	2,500	51.8	29.3
Mathematics and statistics	1,000	36.1	1,500	40.1	1,500	45.5	1,900	45.1	9.0
Business	12,200	22.3	26,100	34.0	44,500	39.9	58,500	42.0	19.7
Computer/information sciences	800	20.9	2,700	28.1	5,000	33.4	6,300	31.2	10.2
Physical sciences and science technologies	1,000	18.5	1,400	26.1	1,700	35.3	2,200	39.6	21.1
Engineering and engineering technologies	1,200	7.3	3,500	14.0	5,600	21.0	7,500	21.4	14.1
Doctoral degrees									
Total[1]	**9,700**	**29.7**	**14,000**	**36.4**	**19,800**	**44.1**	**23,100**	**47.7**	**18.0**
English language/literature/letters	600	46.9	500	55.0	900	58.4	700	60.3	13.4
Psychology	1,500	43.4	2,200	58.9	3,200	67.7	3,300	69.0	25.6
Health professions and related clinical sciences	400	43.1	800	56.2	1,300	64.9	3,100	71.1	28.0
Education	3,200	43.9	3,700	57.3	4,100	64.2	4,700	66.1	22.2
Communication, journalism, and related programs	100	37.3	100	46.7	200	52.9	200	56.3	19.0
Visual and performing arts	200	36.9	400	44.4	600	52.4	700	55.4	18.4
Social sciences and history	900	27.0	1,000	32.9	1,700	41.2	1,600	42.6	15.6
Biological and biomedical sciences	900	25.5	1,400	36.8	2,300	44.3	2,400	46.5	21.0
Business	100	15.3	300	25.2	400	32.0	500	35.2	19.9
Mathematics and statistics	100	13.8	200	17.8	300	25.3	300	28.1	14.3
Physical sciences and science technologies	400	12.3	800	19.1	1,000	25.3	1,100	27.8	15.5
Agriculture/natural resources	100	11.3	300	19.8	400	31.3	400	36.0	24.7
Computer/information sciences	#	11.3	100	14.8	100	16.8	200	22.0	10.8
Engineering and engineering technologies	100	3.9	500	9.0	800	15.4	1,100	17.7	13.8

Rounds to zero.

[1] Includes other fields not shown separately.

NOTE: See *supplemental note 10* for more information on fields of study. Data based on all degree-granting institutions. The first section of fields for master's degrees earned by women shows fields in which women earned at least 50 percent of the degrees in 1980 and in 2004. The second section (shaded) includes fields in which women earned less than half of the degrees in 1980 but had earned at least half by 2004. The last section under master's degrees shows fields in which women earned less than half of the master's degrees awarded in 1980 and still earned less than half in 2004. The doctoral degree section is split into two sections. The first section shows fields in which women earned less than half of the degrees awarded in 1980, but more than half in 2004. The second section (shaded) shows degrees in which women earned less than half of the degrees in 1980 and still earned less than half in 2004. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 249 and 276–297. Data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" and 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:87-00) and IPEDS, Fall 2004.

Educational Attainment

Table 31-1. Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2005

	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
2004	86.6	85.2	88.0	93.3	92.1	94.5	88.7	91.2	86.6	62.4	60.1	65.2
2005	86.1	84.9	87.3	92.8	91.8	93.8	86.9	86.6	87.3	63.3	63.2	63.3

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

NOTE: Prior to 1992, "high school completers" meant those who completed 12 years of schooling; beginning in 1992, the term meant those who received a high school diploma or equivalency certificate. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion of the CPS. 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 Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

Educational Attainment

Table 31-2. Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2005

	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
2004	57.3	53.4	61.3	64.7	60.8	68.6	51.9	49.3	54.0	32.3	27.9	37.7
2005	56.7	52.1	61.4	64.3	59.7	68.9	49.0	41.9	55.1	32.8	31.8	34.0

! Interpret data with caution (estimates are unstable).

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

NOTE: "Some college" also includes those with a bachelor's degree or higher. Prior to 1992, "some college" meant those who completed 1 or more years of college; beginning in 1992, the term meant those who completed any college at all. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion of the CPS. 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 Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

Educational Attainment

Table 31-3. Percentage of 25- to 29-year-olds who completed a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2005

	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
2004	28.7	26.1	31.4	34.5	31.4	37.5	17.1	13.5	20.0	10.9	9.6	12.4
2005	28.6	25.3	32.0	34.1	30.4	37.8	17.5	14.3	20.3	11.2	10.2	12.4

! Interpret data with caution (estimates are unstable).

[1] Included in the totals but not shown separately are those from 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 of the CPS. 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 Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

Advanced Degree Completion Among Bachelor's Degree Recipients

Table 32-1. Percentage of 1992–93 bachelor's degree recipients' advanced degree attainment and enrollment status in 2003, by type of institution and student characteristics

Type of institution and student characteristic	Enrolled between 1993 and 2003	Attained by 2003				Enrolled in 2003				Did not complete, not enrolled in 2003
		Any advanced degree[1]	Master's[2]	First-professional[3]	Doctoral	Any advanced degree[1]	Master's[2]	First-professional[3]	Doctoral	
Total	**40.1**	**25.6**	**19.7**	**4.0**	**1.9**	**5.9**	**4.2**	**0.5**	**1.2**	**9.4**
Type of undergraduate institution										
Public 4-year										
Non-doctorate-granting	35.4	20.9	17.9	2.1	0.9	5.8	5.0	0.4!	0.5!	9.1
Doctorate-granting	39.4	24.8	18.1	4.2	2.5	5.7	3.7	0.9	1.1	9.5
Private not-for-profit 4-year										
Non-doctorate-granting	41.3	25.8	20.8	3.3	1.7	6.4	4.7	0.2!	1.5	10.3
Doctorate-granting	50.5	35.5	25.2	7.9	2.4	6.3	4.1	0.2!	2.0	9.8
Other	33.5	25.4	22.5	1.6!	1.3!	4.5!	3.8!	0.4!	0.3!	3.6
Educational expectations at bachelor's completion[4]										
Bachelor's degree	16.7	9.1	7.7	1.0!	0.4!	3.9	2.6	0.8!	0.5!	4.0
Master's degree	35.5	22.0	20.9	0.9	0.3!	5.5	4.5	0.3!	0.7	8.5
First-professional degree	69.9	52.5	13.9	32.4	6.2	6.3	3.4	2.1!	0.9!	11.7
Doctoral degree	63.1	41.0	27.9	6.2	6.8	8.5	5.0	0.4!	3.2	15.5
Sex										
Male	38.7	25.6	18.0	4.9	2.7	5.7	3.8	0.7!	1.2	8.3
Female	41.3	25.5	21.1	3.2	1.3	6.1	4.6	0.4	1.1	10.3
Race/ethnicity[5]										
White	39.4	25.4	20.0	3.7	1.8	5.4	3.9	0.4	1.1	9.3
Black	45.5	25.8	20.5	3.0	2.3!	11.2	7.1	1.7!	2.4!	9.8
Hispanic	43.8	25.0	17.7	3.7!	3.7	8.5	7.1!	0.4!	0.9!	10.9
Asian/Pacific Islander	41.5	27.1	14.9	11.0	1.3!	5.3!	3.5!	1.0!	0.8!	9.3
Parents' highest level of education										
High school diploma or less	33.8	19.0	15.9	2.1	1.0	5.7	4.7	0.4!	0.6	9.4
Some college	39.1	24.3	20.1	3.1	1.0!	6.0	4.5	0.8!	0.6!	9.4
Bachelor's degree	39.9	26.0	19.3	4.2	2.5	6.6	4.5	0.5!	1.6	8.7
Advanced degree	48.7	33.7	23.8	6.7	3.2	5.7	3.3	0.5!	1.8	10.3
Bachelor's degree major										
Business and management	25.4	16.7	14.7	1.8	0.2!	3.2	2.6	0.4!	0.2!	5.6
Education	50.3	28.9	26.3	1.5	1.1!	8.1	6.8	0.3!	1.0	13.9
Health	36.5	22.1	19.4	2.1	0.6!	6.5	5.2!	1.1!	0.3!	8.0
Arts and humanities	42.6	27.1	21.5	4.3	1.2	7.1	4.2	0.4!	2.5	10.1
Social and behavioral sciences	47.1	29.2	21.1	6.1	2.0	8.2	6.4	0.3!	1.6	10.5
Science, math, and engineering	49.9	34.3	20.1	7.7	6.6	6.0	3.4	0.9!	1.7	10.8
Other	34.4	22.4	18.0	3.4	1.0	4.2	2.5	0.8!	1.0!	8.6
Cumulative undergraduate GPA										
Less than 2.75	33.9	20.4	16.8	2.2	1.3	5.6	4.1	0.6	0.9	8.6
2.75–3.74	46.4	30.6	21.3	7.1	2.3	6.7	4.7	0.5!	1.5	9.9
3.75 or higher	54.7	38.4	30.1	4.3	4.1	5.0	3.5	0.4!	1.1!	11.8

! Interpret data with caution (estimates are unstable).

[1] The attained any advanced degree (column 2) and enrolled in any advanced degree (column 6) in 2003 columns are not mutually exclusive. Graduates who earned an advanced degree (column 2) may be enrolled in 2003 pursuing another advanced degree (column 6).

[2] Includes students who earned a master's or post-master's certificate.

[3] First-professional programs include Chiropractic (D.C. or D.C.M.), Pharmacy (D.Phar), Dentistry (D.D.S. or D.M.D.), Podiatry (Pod.D. or D.P.), Medicine (M.D.), Veterinary Medicine (D.V.M.), Optometry (O.D.), Law (L.L.B. or J.D.), Osteopathic Medicine (D.O.), or Theology (M.Div., M.H.L., or B.D.).

[4] Fourteen percent of 1992–93 bachelor's degree recipients expected, at the time they graduated from college, to earn a bachelor's degree or less as their highest degree, 52 percent expected to earn a master's degree, 19 percent expected to earn a first-professional degree, and 6 percent expected to earn a doctoral degree. Ten percent had a missing value.

[5] Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves as another race not shown.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), previously unpublished tabulation (September 2005).

Early Literacy Activities

Table 33-1. Percentage of prekindergarten children ages 3–5 who participated in home literacy activities with a family member three or more times in the preceding week, by selected child and family characteristics: 1993 and 2005

Child or family characteristic	Read to[1]		Told a story		Taught letters, words, or numbers		Taught songs or music	
	1993	2005	1993	2005	1993	2005	1993	2005
Total	**78.3**	**85.7**	**43.0**	**53.7**	**57.7**	**76.6**	**41.0**	**54.4**
Age								
3	79.4	86.4	46.4	54.5	57.2	75.5	45.0	60.9
4	77.8	84.7	41.2	52.8	58.1	76.8	38.9	49.7
5	75.9	86.5	35.8	54.6	57.9	80.0	33.1	47.1
Sex								
Male	77.4	84.7	42.6	53.2	57.7	75.5	38.3	50.7
Female	79.2	86.8	43.4	54.3	57.7	77.8	43.8	58.4
Race/ethnicity[2]								
White	84.8	91.9	44.3	53.3	57.2	75.7	40.2	52.1
Black	65.9	78.5	39.0	54.3	62.7	80.6	48.9	56.4
Hispanic	58.2	71.8	37.7	49.8	53.9	74.3	38.7	59.1
Asian/Pacific Islander	68.8	84.4	52.1	64.5	61.8	75.2	35.9	46.9
Parents' primary home language								
Both parents speak English	81.1	88.8	43.6	55.0	58.1	77.8	41.6	54.4
One parent speaks English	65.1	76.4	48.7	56.3	57.0	70.8	35.2	61.9
Neither parent speaks English	40.3	64.6	33.0	43.8	51.6	68.9	32.9	53.0
Parents' education[3]								
Less than high school	54.4	62.7	34.1	42.6	54.6	67.8	37.3	49.0
High school diploma or equivalent	73.0	79.9	40.5	46.9	57.9	76.8	42.6	56.7
Some college, including vocational/technical	81.8	86.4	42.4	56.5	58.3	79.7	41.3	56.9
Bachelor's degree	88.9	92.2	47.7	56.4	57.3	75.8	36.7	53.8
Graduate/professional degree	88.5	94.4	52.0	60.7	58.2	76.1	42.7	50.1
Mother's employment[4]								
35 hours or more per week	77.9	83.2	42.7	52.0	55.7	74.7	41.9	54.8
Less than 35 hours per week	81.5	89.3	45.0	54.1	57.7	78.8	40.2	50.5
Looking for work	70.9	89.4	42.9	57.6	65.8	81.0	49.2	54.5
Not in the labor force	78.9	85.1	42.5	54.9	58.3	76.4	40.0	56.4
Family type								
Two-parent household	81.1	86.5	43.8	53.4	57.1	76.1	39.9	53.6
One-parent or guardian-only household	70.8	82.8	40.7	54.9	59.1	78.3	43.9	57.2
Poverty status[5]								
Poor	67.5	78.4	39.1	50.8	59.6	76.0	45.2	53.7
Near-poor	75.5	82.4	42.5	53.6	58.1	78.0	39.4	59.2
Nonpoor	86.8	90.2	45.6	55.0	56.2	76.2	39.5	52.5
Number of children under age 18 in the home								
1	80.9	85.8	45.9	56.5	65.0	77.8	44.0	56.5
2–3	78.7	85.9	43.1	53.0	55.8	76.8	39.7	52.8
4 or more	72.4	84.6	38.3	53.8	56.8	74.1	43.3	60.0

[1] In 1993, respondents were asked about their reading frequency in one of the two versions of the survey questionnaire. The percentages presented in the table are for all of the respondents who answered three or more times on either version of the questionnaire.

[2] Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Other race/ethnicities are included in the total but are not shown separately.

[3] Parents' education is based on the highest level of education attained by either parent.

[4] Estimates do not include children without mothers (birth, adoptive, step, or foster) residing in the household.

[5] "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold. See *supplemental note 1* for more information on poverty.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES) and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

Afterschool Activities

Table 34-1. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2005

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	**6.9**	**17.9**	**5.7**	**8.1**	**19.7**	**10.2**	**31.1**
Grade							
K–2	3.1	15.0	2.0	2.5	14.9	10.3	26.0
3–5	8.1	19.7	5.9	7.5	21.3	14.2	33.6
6–8	9.3	19.1	9.1	14.0	22.7	6.3	33.5
Sex							
Male	6.9	12.2	4.7	7.1	18.4	9.3	33.7
Female	6.9	24.1	6.8	9.3	21.2	11.2	28.3
Race/ethnicity[1]							
White	7.2	22.4	7.5	10.2	24.3	13.9	38.8
Black	8.4	9.6	3.0	5.6	15.7	4.8	17.9
Hispanic	4.3	9.5	2.7	3.9	10.6	4.0	20.0
Household income							
$15,000 or less	4.7	5.7	2.6	2.4	9.8	3.5	11.2
$15,001–30,000	4.5	9.3	2.7	5.0	12.5	5.1	17.1
$30,001–50,000	5.9	13.6	4.5	7.5	17.2	8.5	21.8
$50,001–75,000	7.8	20.3	6.3	8.7	23.5	13.4	37.3
$75,001 or more	9.3	29.8	9.4	12.6	27.6	15.1	50.3
Poverty status[2]							
Poor	4.6	6.9	2.2	2.8	10.4	4.1	12.3
Near-poor	5.2	9.9	3.3	6.2	14.3	5.9	17.9
Nonpoor	8.3	24.7	7.8	10.6	24.8	13.9	42.4
Parents' education[3]							
Less than high school	1.1	2.2	0.2	0.7!	3.2	1.1!	5.4
High school diploma or equivalent	4.3	7.8	3.4	4.2	11.6	5.1	18.1
Some college, including vocational/technical	7.8	15.3	4.5	7.6	19.3	9.2	27.8
Bachelor's degree	7.9	25.2	8.3	11.7	27.5	16.1	43.5
Graduate/professional degree	10.4	35.3	10.6	13.6	30.4	16.3	52.0
Mother's employment[4]							
35 hours or more per week	7.3	17.1	5.5	8.1	19.1	9.3	31.9
Less than 35 hours per week	7.9	21.8	7.9	10.8	25.3	13.6	37.3
Not employed	5.4	16.5	4.6	6.6	17.5	9.4	26.1
Parents' language							
Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home	7.4	19.4	6.3	8.9	21.6	11.4	33.8
One of two parents learned English as a child or currently speaks English in the home	3.9!	11.6	1.2!	3.6!	10.1!	0.8!	17.1
No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home	3.1	5.2	1.9	1.6	4.2	1.5!	8.9

See notes at end of table.

Afterschool Activities

Table 34-1. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2005—Continued

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Family type							
Two-parent household	7.2	20.2	6.6	9.2	22.1	11.8	35.4
One-parent or guardian-only household	6.1	12.2	3.6	5.5	13.9	6.4	20.5
Community type[5]							
Urban	7.4	18.6	5.7	8.2	19.6	10.4	31.4
Rural	4.9	15.3	5.8	7.9	20.2	9.6	30.0
School control							
Public	6.4	17.0	5.5	7.5	19.6	9.9	29.6
Private	10.3	25.6	7.6	13.2	20.4	12.4	42.9

! Interpret data with caution (estimates are unstable).

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[2] "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold.

[3] Parents' education is based on highest level of education attained by either parent.

[4] Only includes children who had a mother in the household. "Not employed" includes both (1) mothers who are seeking work but unemployed and (2) mothers not in the labor force.

[5] Community type is based on a U.S. Census classification of places. Urban is a place with at least 50,000 people. Rural is a place not classified as urban.

NOTE: Homeschooled children are excluded. When asked about their children's participation in various afterschool activities (regularly scheduled at least once a month), parents could respond either "yes" or "no." Shown is the percentage of parents who responded "yes" for each activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Afterschool Activities

Table 34-2. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2001

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	**6.1**	**17.3**	**4.6**	**6.8**	**19.6**	**9.5**	**28.4**
Grade							
K–2	3.2	12.4	2.0	2.5	13.6	9.9	21.7
3–5	5.8	20.0	4.3	5.8	21.2	11.9	29.6
6–8	9.2	19.6	7.6	12.2	23.9	6.6	34.0
Sex							
Male	6.1	11.0	4.2	6.3	18.0	8.6	31.2
Female	6.0	24.0	5.1	7.3	21.2	10.5	25.5
Race/ethnicity[1]							
White	6.3	21.0	5.8	8.3	23.8	13.1	35.9
Black	6.8	12.0	2.1	3.9	12.9	3.7	14.6
Hispanic	3.8	7.2	2.9	3.7	10.8	3.1	14.5
Household income							
$15,000 or less	3.9	7.1	1.5!	2.1	9.6	2.5	9.3
$15,001–30,000	4.4	8.7	3.3	3.1	11.8	5.6	14.6
$30,001–50,000	5.2	13.2	3.3	5.3	17.9	8.0	24.8
$50,001–75,000	6.9	22.4	6.3	9.1	24.3	11.6	35.5
$75,001 or more	9.2	31.4	7.7	12.7	30.6	17.4	51.1
Poverty status[2]							
Poor	3.8	6.4	1.7	2.0	8.7	2.5	8.7
Near-poor	4.4	10.7	3.5	4.5	15.4	6.6	18.9
Nonpoor	7.7	24.4	6.2	9.6	25.3	13.4	39.9
Parents' education[3]							
Less than high school	1.9	3.1	0.6!	1.4!	6.1	2.1!	6.3
High school diploma or equivalent	3.6	9.0	2.6	3.1	11.4	5.8	17.6
Some college, including vocational/technical	6.1	13.7	3.8	6.9	20.3	8.4	26.6
Bachelor's degree	8.8	28.3	6.0	9.3	28.9	15.0	42.7
Graduate/professional degree	10.0	36.1	10.7	13.9	30.7	16.8	49.1
Mother's employment[4]							
35 hours or more per week	6.4	16.8	4.6	7.1	18.1	9.2	28.1
Less than 35 hours per week	7.5	21.9	6.0	8.9	26.1	12.4	36.6
Not employed	5.0	15.4	3.8	5.1	17.8	8.3	24.0
Parents' language							
Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home	6.3	18.5	4.8	7.2	20.8	10.3	30.5
One of two parents learned English as a child or currently speaks English in the home	6.5!	11.8!	5.2!	3.4!	6.7!	‡	12.0
No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home	2.6	3.6	1.4!	2.2!	6.6	1.0!	6.0

See notes at end of table.

Afterschool Activities

Table 34-2. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2001—Continued

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Family type							
Two-parent household	6.4	19.9	5.3	8.1	22.5	11.1	33.0
One-parent or guardian-only household	5.4	11.5	3.1	3.9	12.9	5.8	18.0
Community type[5]							
Urban	6.2	18.1	4.8	7.1	19.1	9.4	28.4
Rural	5.6	14.9	4.1	5.9	21.2	9.9	28.6
School control							
Public	5.8	16.2	4.5	6.4	19.5	9.0	26.9
Private	8.3	26.9	5.3	10.1	20.3	13.7	41.1

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[2] "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold.

[3] Parents' education is based on highest level of education attained by either parent.

[4] Only includes children who had a mother in the household. "Not employed" includes both mothers who are seeking work but unemployed and mothers not in the labor force.

[5] Community type is based on a U.S. Census classification of places. Urban is a place with at least 50,000 people. Rural is a place not classified as urban.

NOTE: Homeschooled children are excluded. When asked about their children's participation in various afterschool activities (regularly scheduled at least once a month), parents could respond either "yes" or "no." Shown is the percentage of parents who responded "yes" for each activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Student/Teacher Ratios in Public Elementary and Secondary Schools

Table 35-1. Student/teacher ratios in public schools, by type, level, and enrollment of school: Fall 1990–2003

Type, level, and enrollment of school	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
All schools	**17.4**	**17.6**	**17.7**	**17.8**	**17.7**	**17.8**	**17.6**	**17.2**	**16.9**	**16.6**	**16.4**	**16.3**	**16.2**	**16.4**
Regular schools	17.6	17.7	17.8	17.9	17.8	17.9	17.7	17.3	17.0	16.7	16.5	16.4	16.3	16.5
Elementary schools	18.2	18.2	18.1	18.3	18.0	18.1	17.9	17.4	17.0	16.7	16.5	16.3	16.2	16.3
Under 300	16.0	16.1	15.9	16.0	15.7	15.7	15.6	15.3	15.1	14.6	14.4	14.1	13.9	14.0
300–499	17.6	17.6	17.5	17.7	17.5	17.5	17.2	16.8	16.4	16.1	15.8	15.6	15.5	15.6
500–999	18.8	18.8	18.7	18.8	18.5	18.6	18.3	17.8	17.4	17.1	16.9	16.8	16.7	16.8
1,000–1,499	19.5	19.6	19.7	19.7	19.6	19.7	19.4	18.8	18.4	18.3	18.1	18.0	18.0	18.1
1,500 or more	19.9	20.9	20.3	21.2	20.4	20.9	21.2	20.7	19.9	20.0	20.5	20.2	20.3	20.8
Secondary schools	16.7	17.0	17.4	17.4	17.6	17.7	17.6	17.4	17.1	16.9	16.7	16.7	16.8	17.0
Under 300	12.3	12.3	12.3	12.6	12.7	12.8	12.7	12.5	12.5	12.0	12.0	11.9	12.0	12.3
300–499	14.9	15.1	15.3	15.5	15.7	15.7	15.5	15.3	15.1	14.6	14.5	14.4	14.4	14.7
500–999	16.1	16.4	16.7	16.7	16.8	16.9	16.7	16.4	16.2	16.0	15.8	15.7	15.8	16.0
1,000–1,499	17.2	17.5	17.9	17.8	17.9	18.0	17.9	17.5	17.2	17.1	16.8	16.8	16.9	17.2
1,500 or more	19.3	19.6	20.0	19.6	19.9	20.0	20.0	19.7	19.3	19.2	18.9	18.8	18.8	19.0
Combined schools	15.8	16.1	15.8	16.1	16.1	16.0	15.7	15.3	14.6	14.4	14.9	15.0	15.2	15.6
Under 300	11.0	11.2	10.9	11.2	11.3	10.3	10.0	9.7	10.4	10.3	10.4	10.6	10.8	11.3
300–499	14.8	14.7	14.5	14.9	14.4	15.0	14.6	14.5	14.1	14.1	13.9	14.0	14.1	14.8
500–999	16.7	17.0	15.8	16.5	16.5	16.5	16.6	16.2	15.6	15.0	15.9	15.9	16.2	16.2
1,000–1,499	17.8	18.1	18.5	18.3	18.1	18.2	17.9	17.5	17.2	17.2	17.6	17.9	18.1	17.8
1,500 or more	19.0	19.5	19.8	19.6	20.0	20.0	19.6	19.3	18.9	21.0	20.0	21.1	20.7	20.8
Alternative	14.2	15.8	16.5	17.4	18.0	16.6	16.6	16.5	16.4	15.8	15.2	14.9	14.9	15.0
Special education	6.5	6.8	7.0	7.4	6.9	7.2	7.4	7.6	7.3	7.2	7.0	6.4	7.0	7.3
Vocational	13.0	12.3	13.0	13.1	12.9	12.7	12.9	12.9	13.1	13.0	12.7	12.7	9.9	10.3

NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total enrollment. Regular schools include all schools except special education schools, vocational schools, and alternative schools. This analysis excludes schools that did not report both enrollment and teacher data. See *supplemental note 3* for more information about the NCES Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990–91 through 2003–04, previously unpublished tabulations (July and August 2005).

Parental Choice of Schools

Table 36-1. Number and percentage distribution of students in grades 1–12, by type of school attended and student and household characteristics: Various years, 1993–2003

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

See notes at end of table.

Parental Choice of Schools

Table 36-1. Number and percentage distribution of students in grades 1–12, by type of school attended and student and household characteristics: Various years, 1993–2003—Continued

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

[1] Black includes African American and Hispanic includes Latino. Other includes Asian, Pacific Islander or Native Hawaiian, American Indian or Alaska Native, and more than one race. Race categories exclude Hispanic origin unless specified.
NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Excludes students classified as "ungraded." Detail may not sum to totals because of rounding. See *supplemental note 1* for information on poverty status, parents' level of education, region, and community type.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES), School Safety and Discipline Survey of the 1993 NHES, Parent and Family Involvement/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulations (May 2004).

Parental Choice of Schools

Table 36-2. Percentage of students in grades 1–12 whose parents reported having the opportunity to send them to a chosen public school and the distribution of these students, by type of school attended and student and household characteristics: 2003

Student or household characteristic	Students whose parents reported having the opportunity to send them to a chosen public school[1]	Students whose parents reported having the opportunity to send them to a chosen public school, attending			
		Public, assigned school	Public, chosen school	Private, church-related school	Private, not church-related school
Total	**51.4**	**64.7**	**27.3**	**6.3**	**1.6**
Grade level					
1–5	50.3	61.1	29.9	7.2	1.8
6–8	50.8	66.1	26.4	6.6	0.9
9–12	53.5	68.2	24.7	5.1	2.0
Race/ethnicity[2]					
White	50.4	68.2	22.4	7.6	1.8
Black	55.4	52.0	42.2	3.5	2.2
Hispanic	50.5	67.2	26.8	5.2	0.8
Other	54.6	59.7	34.5	5.0	0.8
Family type					
Two-parent household	51.0	66.3	24.7	7.4	1.6
One-parent household	52.4	61.3	32.9	4.1	1.8
Nonparent guardians	52.4	59.8	36.1	2.4	1.7
Household income					
$15,000 or less	51.4	61.3	35.1	1.9	1.8
$15,001–30,000	51.8	63.8	32.0	2.9	1.3
$30,001–50,000	54.5	67.1	25.7	5.8	1.4
$50,001–75,000	53.4	67.3	25.6	6.3	0.8
$75,001 or more	47.6	62.9	23.1	11.2	2.8
Parents' education					
Less than high school	53.9	63.3	33.9	1.6	1.2
High school diploma or equivalent	51.4	67.6	28.5	3.0	0.9
Some college, including vocational/technical	53.7	66.8	26.8	5.5	1.0
Bachelor's degree	49.0	62.5	25.0	10.4	2.1
Graduate/professional degree	49.1	59.2	26.2	10.9	3.8
Region					
Northeast	38.7	57.9	27.9	11.4	2.9
South	47.0	64.7	30.3	3.4	1.6
Midwest	58.3	66.9	22.2	9.7	1.3
West	60.5	66.0	28.6	3.9	1.5
Community type					
Urban, inside of urbanized areas	50.3	60.2	30.2	7.4	2.3
Urban, outside of urbanized areas	53.0	72.4	21.6	5.0	1.0
Rural	54.3	74.4	21.6	3.8	0.1

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

[2] Black includes African American and Hispanic includes Latino. Other includes Asian, Pacific Islander or Native Hawaiian, American Indian or Alaska Native, and more than one race. Race categories exclude Hispanic origin unless specified.

NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Excludes students classified as "ungraded" and 188 students whose parents could not differentiate whether their child's school was their assigned or chosen school. Detail may not sum to totals because of rounding. See *supplemental note 1* for information on household income, parents' level of education, region, and community type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (NHES), previously unpublished tabulation (May 2004).

Parental Choice of Schools

Table 36-3. Percentage of students in grades 1–12 whose parents reported moving to current neighborhood for the school, by type of school and student and household characteristics: 2003

Type of school and student or household characteristic	Parents moved to neighborhood for the school
Total	**24.3**
Type of school	
Public, assigned	27.8
Public, chosen	18.7
Private, church-related	8.7
Private, not church-related	8.2
Race/ethnicity[1]	
White	25.5
Black	18.4
Hispanic	25.9
Other	23.8
Poverty status	
Poor	21.8
Near-poor	20.6
Nonpoor	26.4
Parents' education	
Less than high school	21.4
High school diploma or equivalent	23.3
Some college, including vocational/technical	22.7
Bachelor's degree	25.3
Graduate/professional degree	29.0
Community type	
Urban, inside of urbanized areas	26.3
Urban, outside of urbanized areas	18.2
Rural	21.1

[1] Black includes African American. Other includes Asian, Pacific Islander or Native Hawaiian, American Indian or Alaska Native, and more than one race. Race categories exclude Hispanic origin unless specified.

NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Excludes students classified as "ungraded." Detail may not sum to totals because of rounding. See *supplemental note 1* for information on poverty status, parents' level of education, and community type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (NHES), previously unpublished tabulation (May 2004).

Elementary/Secondary School Teaching Among Recent College Graduates

Table 37-1. Percentage distribution of the K–12 teaching status of 1992–93 and 1999–2000 bachelor's degree recipients, by selected undergraduate characteristics: 1994 and 2001

	1994				2001			
		Had not taught				Had not taught		
Undergraduate characteristic	Taught	Total	Had prepared[1]	Had not prepared	Taught	Total	Had prepared[1]	Had not prepared
Total	**10.1**	**89.9**	**4.9**	**85.0**	**12.2**	**87.8**	**2.9**	**84.9**
Sex								
Male	5.8	94.2	2.9	91.3	7.6	92.5	2.1	90.4
Female	13.7	86.3	6.6	79.7	15.7	84.3	3.6	80.7
Race/ethnicity[2]								
White	10.4	89.6	5.5	84.1	12.4	87.6	3.0	84.6
Black	8.7	91.3	2.3!	89.0	12.9	87.1	3.2	83.9
Hispanic	14.3	85.7	2.5!	83.2	18.8	81.2	2.9!	78.3
Asian/Pacific Islander	3.0!	97.0	2.2!	94.8	2.4	97.6	1.6!	95.9
American Indian	10.8!	89.2	2.6!	86.6	7.4!	92.6	6.0!	86.6
Type of institution where degree earned								
Public non-doctorate-granting	13.3	86.7	7.7	79.0	17.3	82.7	3.8	78.9
Public doctorate-granting	9.6	90.4	3.5	86.9	10.6	89.5	2.3	87.2
Private not-for-profit non-doctorate-granting	9.3	90.7	5.5	85.2	14.2	85.8	3.9	82.0
Private not-for-profit doctorate-granting	7.8	92.2	3.9	88.3	9.1	90.9	2.7	88.3
College entrance examination score[3]								
Lowest level	12.5	87.5	5.5	82.0	18.4	81.6	4.2	77.5
Middle level	10.3	89.7	5.0	84.7	13.1	86.9	2.9	84.0
Highest level	7.4	92.6	3.1	89.5	8.6	91.4	1.2	90.2
Did not take test	9.8	90.2	5.8	84.4	9.6	90.4	3.2	87.3
Cumulative undergraduate GPA								
Less than 2.25	5.1!	94.9	1.1!	93.8	8.9	91.1	4.4!	86.7
2.25–2.74	6.7	93.3	2.3	91.1	8.8	91.2	2.6	88.6
2.75–3.24	9.6	90.4	4.6	85.8	12.4	87.6	3.0	84.6
3.25–3.74	11.4	88.6	5.8	82.8	13.6	86.5	2.7	83.7
3.75 or higher	13.0	87.0	7.2	79.8	14.1	85.9	3.3	82.6
Undergraduate field of study[4]								
Business and management	1.7	98.3	0.7!	97.6	1.2!	98.8	0.8!	98.0
Education	47.5	52.5	24.0	28.6	66.5	33.5	13.0	20.5
Humanities	10.8	89.2	4.3	84.9	16.8	83.2	2.9	80.3
Mathematics, computer science, natural sciences	6.2	93.8	2.1	91.7	5.5	94.5	1.8	92.7
Social sciences	4.5	95.5	2.9	92.7	9.1	90.9	2.6	88.3
Other	2.8	97.2	2.1	95.1	4.4	95.6	1.9	93.7

! Interpret data with caution (estimates are unstable).

[1] "Prepared" means either that graduates were certified or that they had completed a teacher education program or student teaching assignment but were not yet certified.

[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.

[3] The CEE score is graduates' SAT combined score, derived as either the sum of SAT verbal and math scores or ACT composite score converted to an estimated SAT combined score. The three levels of scores represent the bottom fourth, middle half, and top fourth.

[4] See *supplemental note 3* for a list of fields included in each category.

NOTE: Detail may not sum to totals because of rounding. "Taught" excludes instructional aides and long- and short-term substitute teachers. Included in the total but not shown separately are graduates who did not fall into the racial/ethnic categories shown in the table and graduates of private for-profit institutions.

SOURCE: Henke, R.R., Peter, K., Li, X., and Geis, S. (2005). *Elementary/Secondary School Teaching Among Recent College Graduates: 1994 and 2001* (NCES 2005-161), tables 13 and 14. Data from U.S. Department of Education, National Center for Education Statistics, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01).

Elementary/Secondary School Teaching Among Recent College Graduates

Table 37-2. Among 1999–2000 bachelor's degree recipients who had taught in a K–12 school, percentage distribution by sector and level of first teaching job and selected undergraduate characteristics: 2001

	Sector		Level[1]		
Undergraduate characteristic	Public	Private	Elementary	Secondary	Combined
Total	**90.8**	**9.2**	**65.8**	**30.0**	**4.2**
Sex					
Male	90.1	9.9	52.8	39.8	7.4
Female	91.1	8.9	70.3	26.7	3.1
Race/ethnicity[2]					
White	89.7	10.3	64.5	31.5	4.0
Black	98.9	1.1!	71.5	25.3	3.3!
Hispanic	93.1	6.9!	72.6	22.1	5.2!
Asian/Pacific Islander	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Type of institution where degree earned					
Public non-doctorate-granting	96.1	3.9!	72.3	25.4	2.3!
Public doctorate-granting	94.9	5.1	61.9	34.5	3.6
Private not-for-profit non-doctorate-granting	80.7	19.3	65.8	26.6	7.6
Private not-for-profit doctorate-granting	80.4	19.6	61.3	34.8	3.9!
College entrance examination score[3]					
Lowest level	91.3	8.7	70.7	25.1	4.2!
Middle level	90.0	10.0	64.3	31.8	3.9!
Highest level	84.1	15.9	47.6	47.7	4.7!
Did not take test	94.6	5.4	70.5	25.1	4.4!
Cumulative undergraduate GPA					
Less than 2.25	‡	‡	‡	‡	‡
2.25–2.74	91.5	8.5!	66.1	29.1	4.8!
2.75–3.24	90.5	9.6	67.7	27.8	4.6!
3.25–3.74	91.8	8.2	64.4	32.5	3.2
3.75 or higher	89.8	10.2	63.1	32.0	5.0!
Undergraduate field of study[4]					
Business and management	‡	‡	‡	‡	‡
Education	90.6	9.4	78.0	18.5	3.5
Humanities	91.2	8.8	56.0	42.5	1.5!
Mathematics, computer science, natural sciences	91.3	8.7!	51.2	45.9	2.9!
Social sciences	91.0	9.0	51.6	34.0	14.5
Other	88.5	11.5!	47.7	49.7	2.6!

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

[1] Elementary schools have a grade 6 or lower or "ungraded" students and no grade higher than the 8th; secondary schools have a grade 7 or higher and no grade lower than the 7th (including "ungraded" students); and combined schools have grades ranging from below grade 7 to above grade 8.

[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.

[3] The CEE score is graduates' SAT combined score, derived as either the sum of SAT verbal and math scores or ACT composite score converted to an estimated SAT combined score. The three levels of scores represent the bottom fourth, middle half, and top fourth.

[4] See *supplemental note 3* for a list of fields included in each category.

NOTE: Detail may not sum to totals because of rounding. "Taught" excludes instructional aides and long- and short-term substitute teachers. Included in the total but not shown separately are graduates who did not fall into the racial/ethnic categories shown in the table and graduates of private for-profit institutions.

SOURCE: Henke, R.R., Peter, K., Li, X., and Geis, S. (2005). *Elementary/Secondary School Teaching Among Recent College Graduates: 1994 and 2001* (NCES 2005-161), tables 8 and 9. Data from U.S. Department of Education, National Center for Education Statistics, 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Parents' Attitudes Toward Schools

Table 38-1. Percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected characteristics: 1993, 1999, and 2003

Characteristic	Child's school			Child's teachers			School's academic standards			School's order and discipline		
	1993	1999	2003	1993	1999	2003	1993	1999	2003	1993	1999	2003
Total	**55.9**	**52.9**	**57.5**	**58.3**	**56.8**	**59.2**	**58.4**	**56.8**	**58.5**	**58.5**	**58.2**	**59.8**
Race/ethnicity[1]												
White	57.2	53.3	59.8	58.9	56.9	60.4	59.8	56.7	59.7	59.7	58.0	61.2
Black	49.3	49.0	51.6	53.7	53.6	54.0	52.4	55.3	54.5	54.1	55.6	56.6
Hispanic	57.9	57.6	57.2	60.5	62.1	62.3	58.0	61.3	59.7	58.0	63.3	59.8
Other	53.5	47.6	49.9	58.9	52.6	53.5	58.3	51.7	52.2	57.5	55.9	53.3
Poverty status[2]												
Poor	51.9	53.8	54.0	58.3	60.5	56.5	55.3	58.8	54.4	56.5	59.2	57.1
Near-poor	54.1	49.4	55.1	57.3	55.3	61.0	56.0	53.7	56.5	56.6	55.5	56.8
Nonpoor	58.7	54.0	59.5	58.8	56.0	59.4	61.1	57.4	60.4	60.6	58.9	61.8
Parents' education[3]												
Less than high school	56.6	58.0	55.7	61.4	61.8	58.1	56.9	61.3	55.9	59.0	64.0	60.7
High school diploma or equivalent	54.5	51.7	55.8	58.9	56.1	60.1	56.9	55.9	57.8	57.4	56.1	58.8
Some college, including vocational/technical	53.8	49.1	56.4	55.3	54.4	59.1	56.5	53.9	56.8	56.0	54.5	58.5
Bachelor's degree	59.8	52.8	58.8	60.9	57.9	56.6	62.7	56.6	59.7	62.5	59.5	60.7
Graduate/professional degree	60.1	58.7	61.6	59.1	58.7	61.6	63.2	61.1	62.4	63.2	63.7	62.4
Family structure												
Two biological/adoptive parents	58.1	55.2	60.0	59.0	58.6	60.4	59.9	58.2	60.0	60.4	60.1	61.2
One biological/adoptive parent	51.8	50.2	53.1	56.7	54.7	56.7	56.0	55.6	55.0	55.5	56.4	56.7
One biological/adoptive and one step-parent	52.6	51.4	54.6	56.2	55.8	58.1	56.0	54.4	57.7	55.3	55.5	59.0
Other relatives/step- or foster parents	62.1	46.7	60.6	65.0	53.5	62.2	60.7	54.8	60.7	62.7	55.7	63.8
School type												
Public assigned	52.3	48.1	53.7	56.0	53.6	56.4	55.0	52.7	54.5	55.1	53.9	55.9
Public chosen	61.2	61.6	64.2	61.5	62.1	64.5	63.0	63.4	63.8	63.0	63.4	64.8
Private	82.5	78.7	75.8	75.2	75.6	72.0	83.4	80.7	79.0	84.4	85.4	81.0
Grade level												
3–5	63.7	60.8	67.4	68.3	69.8	71.4	62.6	61.3	64.4	66.1	67.3	69.4
6–8	52.4	51.5	54.9	56.1	54.0	56.5	56.5	56.7	56.8	56.0	57.3	59.1
9–12	52.2	47.8	51.8	51.5	48.9	51.7	56.4	53.4	55.1	54.2	51.8	52.8

[1] Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

[2] "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. See *supplemental note 1* for more information on poverty.

[3] Parents' education is based on highest level of education attained by either parent.

NOTE: Data include both public and private school students in grades 3–12. When asked how satisfied they were with four aspects of their child's education (their child's school, their child's teachers, the school's academic standards, and the school's order and discipline) parents could respond in four ways: "very satisfied," "somewhat satisfied," "somewhat dissatisfied," or "very dissatisfied." Shown is the percentage of parents who reported being "very satisfied." The full range of responses to parents' satisfaction with their child's school in 2003, for example, shows that 57.5 percent were very satisfied, 32.5 percent were somewhat satisfied, 6.7 percent were somewhat dissatisfied, and 3.2 percent were very dissatisfied.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Safety and Discipline Survey of the 1993 National Household Education Surveys Program (NHES), Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulation (August 2005).

School Violence and Safety

Table 39-1. Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime: 1992–2003

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
2003	73	45	28	6
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
2003	60	28	32	12

NOTE: Total nonfatal crime includes violent crime and theft. Violent crime includes serious violent crime and simple assault. Serious violent crime includes rape, sexual assault, robbery, and aggravated assault. "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.F., Peter, K., Noonan, M., Snyder, T.D., and Baum, K. (2005). *Indicators of School Crime and Safety: 2005* (NCES 2006-001/NCJ 210697), table 2.1. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2003.

School Violence and Safety

Table 39-2. 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: 2003

	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	**73**	**45**	**28**	**6**	**60**	**28**	**32**	**12**
Sex								
Male	85	45	40	9	69	29	40	16
Female	61	45	15	2!	52	28	24	9
Age								
12–14	77	44	33	8	41	21	20	6
15–18	69	46	23	4	79	35	43	18
Race/ethnicity[1]								
White	75	48	27	4	65	28	36	14
Black	87	54	34	7!	57	30	27	13
Hispanic	53	30	23	6!	50	23	27	9
Other	43	25!	18!	5!	52	38	14!	2!
Location								
Urban	87	49	38	10	65	33	32	11
Suburban	71	45	26	5	53	25	28	13
Rural	59	40	19	2!	75	31	44	13
Household income								
Less than $15,000	66	28	37	10!	65	29	35	13!
$15,000–29,999	87	45	42	14	89	45	44	12
$30,000–49,999	71	44	27	8	58	27	32	19
$50,000–74,999	76	53	23	4!	69	30	39	9!
$75,000 or more	83	61	22	2!	42	22	19	6!

! Interpret data with caution (estimates are unstable).

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

NOTE: Total nonfatal crime includes violent crime and theft. Violent crime includes serious violent crime and simple assault. Serious violent crime includes rape, sexual assault, robbery, and aggravated assault. "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.F., Peter, K., Noonan, M., Snyder, T.D., and Baum, K. (2005). *Indicators of School Crime and Safety: 2005* (NCES 2006-001/NCJ 210697), tables 2.2 and 2.3. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2003.

Variations in Expenditures per Student

Table 40-1. The variation and percentage distribution of the variation in instructional expenditures in unified public elementary and secondary school districts, by source of the variation: 1989–90 to 2002–03

				Percentage distribution		
Year	Theil coefficient[1]	Between-state component	Within-state component	Theil coefficient[1]	Between-state component	Within-state component
1989–90	0.0448	0.0322	0.0125	100.0	72.0	28.0
1990–91	0.0469	0.0346	0.0123	100.0	73.7	26.3
1991–92	0.0434	0.0320	0.0115	100.0	73.6	26.4
1992–93	0.0437	0.0324	0.0113	100.0	74.2	25.8
1993–94	0.0405	0.0301	0.0104	100.0	74.3	25.7
1994–95	0.0389	0.0288	0.0100	100.0	74.2	25.8
1995–96	0.0373	0.0279	0.0094	100.0	74.8	25.2
1996–97	0.0349	0.0257	0.0092	100.0	73.7	26.3
1997–98	0.0332	0.0246	0.0086	100.0	74.0	26.0
1998–99	0.0336	0.0249	0.0087	100.0	74.2	25.8
1999–2000	0.0337	0.0253	0.0085	100.0	74.9	25.1
2000–01	0.0368	0.0281	0.0086	100.0	76.5	23.5
2001–02	0.0369	0.0284	0.0085	100.0	76.9	23.1
2002–03	0.0391	0.0303	0.0088	100.0	77.6	22.4

[1]The Theil coefficient measures dispersion for groups within a set (i.e., states within the country) and indicates relative dispersion and any variations that may exist among them. It can be decomposed into components measuring between-state and within-state variation in expenditures per student. It has a minimum value of zero and increasing values indicate increases in the variation. See *supplemental note 11* for more information.

NOTE: Detail may not sum to totals because of rounding. Public elementary and secondary unified districts are those districts that serve both elementary and secondary grades. In 2002, approximately 72 percent of all school districts were unified school districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "Longitudinal School District Fiscal-Non-Fiscal File, School Year 1989–90 to 1999–2000, Fiscal Year (FY) 1990 to 2000" and "School District Finance Survey (Form F-33)," 2000–01 to 2002–03, previously unpublished tabulation (October 2005).

Public Elementary and Secondary Expenditures by District Poverty

Table 41-1. Total expenditures per student in fall enrollment in public school districts, by district poverty level: Various years, 1995–96 to 2002–03

[In constant 2003–04 dollars]

District poverty level[1]	Total expenditures per student[2]						Percent change from 1995–96 to 2002–03
	1995–96	1997–98	1999–2000	2000–01	2001–02	2002–03	
Total	**$7,847**	**$8,239**	**$8,884**	**$9,217**	**$9,523**	**$9,630**	**22.7**
Low	8,936	9,195	9,817	10,191	10,689	10,768	20.5
Middle low	7,754	8,116	8,832	9,110	9,352	9,419	21.5
Middle	7,336	7,701	8,206	8,471	8,736	8,839	20.5
Middle high	7,117	7,538	8,357	8,605	8,911	8,927	25.4
High	8,095	8,645	9,205	9,709	9,939	10,191	25.9

[1] District poverty was determined by ranking school districts by the percentage of related children ages 5–17 from families with an income below the poverty threshold, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children. See *supplemental note 11* for further information on poverty.

[2] Total expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2003–04 dollars. See *supplemental note 11* for information about the CPI.

NOTE: Total expenditures exclude expenditures for nonelementary and secondary programs that include community services, adult education, and others. 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 11* for further information about the accounting terms used in this indicator.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income & Poverty Estimates," 1995–96, 1997–98, and 1999–2000 to 2002–03; and U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 to 2002–03, previously unpublished tabulation (September 2005).

Table 41-2. Current expenditures per student in fall enrollment in public school districts, by district poverty level: Various years, 1995–96 to 2002–03

[In constant 2003–04 dollars]

District poverty level[1]	Current expenditures per student[2]						Percent change from 1995–96 to 2002–03
	1995–96	1997–98	1999–2000	2000–01	2001–02	2002–03	
Total	**$6,698**	**$6,930**	**$7,394**	**$7,653**	**$7,875**	**$8,042**	**20.1**
Low	7,478	7,539	7,933	8,198	8,487	8,663	15.8
Middle low	6,526	6,736	7,259	7,474	7,672	7,813	19.7
Middle	6,247	6,468	6,814	7,015	7,260	7,364	17.9
Middle high	6,186	6,448	7,068	7,308	7,532	7,584	22.6
High	7,052	7,458	7,894	8,271	8,434	8,780	24.5

[1] District poverty was determined by ranking school districts by the percentage of related children ages 5–17 from families with an income below the poverty threshold, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children. See *supplemental note 11* for further information on poverty.

[2] Current expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2003–04 dollars. See *supplemental note 11* for information about the CPI.

NOTE: 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 11* for further information about the accounting terms used in this indicator.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income & Poverty Estimates," 1995–96, 1997–98, and 1999–2000 to 2002–03; and U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 to 2002–03, previously unpublished tabulation (September 2005).

Expenditures in Public Elementary and Secondary Schools by Expenditure Category

Table 42-1. Total expenditures per student in fall enrollment in public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 to 2002–03

[In constant 2003–04 dollars]

Region and expenditure category	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2002–03
United States								
Total expenditures	**$7,692**	**$7,719**	**$7,769**	**$7,888**	**$8,338**	**$8,958**	**$9,537**	**$9,644**
Instruction	4,105	4,114	4,147	4,230	4,403	4,691	4,966	5,040
Administration	591	587	568	556	550	588	620	631
Operation and maintenance	732	701	699	691	697	732	763	781
Capital outlay and interest	779	815	852	908	1,096	1,231	1,324	1,281
Other[1]	1,484	1,502	1,503	1,502	1,593	1,715	1,864	1,911
Northeast								
Total expenditures	**10,368**	**10,323**	**10,505**	**10,589**	**10,982**	**11,459**	**12,363**	**12,793**
Instruction	6,005	5,993	6,107	6,177	6,241	6,529	6,981	7,230
Administration	840	830	750	693	677	717	761	785
Operation and maintenance	1,005	949	951	924	901	949	994	1,033
Capital outlay and interest	598	621	752	876	1,176	1,131	1,256	1,281
Other[1]	1,919	1,931	1,945	1,919	1,988	2,133	2,370	2,463
Midwest								
Total expenditures	**7,552**	**7,814**	**7,878**	**8,077**	**8,611**	**9,338**	**9,998**	**10,110**
Instruction	3,981	4,079	4,154	4,238	4,409	4,731	4,955	5,037
Administration	568	571	582	578	593	663	702	717
Operation and maintenance	737	713	706	706	717	766	788	812
Capital outlay and interest	759	816	825	957	1,203	1,324	1,536	1,503
Other[1]	1,507	1,635	1,613	1,597	1,689	1,854	2,017	2,041
South								
Total expenditures	**6,749**	**6,768**	**6,829**	**7,018**	**7,385**	**8,067**	**8,411**	**8,408**
Instruction	3,502	3,498	3,525	3,664	3,851	4,123	4,322	4,384
Administration	513	510	509	506	483	520	539	545
Operation and maintenance	595	595	613	612	621	651	672	687
Capital outlay and interest	847	882	872	908	1,008	1,228	1,263	1,139
Other[1]	1,291	1,284	1,310	1,328	1,421	1,544	1,615	1,654
West								
Total expenditures	**7,227**	**7,097**	**7,021**	**6,989**	**7,550**	**8,095**	**8,763**	**8,819**
Instruction	3,693	3,664	3,606	3,617	3,865	4,157	4,493	4,465
Administration	543	536	507	508	514	525	564	569
Operation and maintenance	732	663	633	621	642	660	710	713
Capital outlay and interest	836	860	925	884	1,065	1,221	1,265	1,290
Other[1]	1,424	1,374	1,352	1,359	1,464	1,533	1,732	1,783

[1] Other expenditures include funds for student support, instructional staff, student transportation, other support services, food services, and enterprise operations, all of which are components of current expenditures. Also included in other expenditures are funds for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous editions. Expenditures are in constant 2003–04 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 11* for more information about The NCES Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2002–03, previously unpublished tabulation (July 2005).

Expenditures in Public Elementary and Secondary Schools by Expenditure Category

Table 42-2. Percentage distribution of total expenditures in public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 to 2002–03

Region and expenditure category	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2002–03
United States								
Total expenditures	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	53.4	53.3	53.4	53.6	52.8	52.4	52.1	52.3
Administration	7.7	7.6	7.3	7.1	6.6	6.6	6.5	6.5
Operation and maintenance	9.5	9.1	9.0	8.8	8.4	8.2	8.0	8.1
Capital outlay and interest	10.1	10.6	11.0	11.5	13.1	13.7	13.9	13.3
Other[1]	19.3	19.5	19.3	19.0	19.1	19.1	19.5	19.8
Northeast								
Total expenditures	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	57.9	58.1	58.1	58.3	56.8	57.0	56.5	56.5
Administration	8.1	8.0	7.1	6.5	6.2	6.3	6.2	6.1
Operation and maintenance	9.7	9.2	9.1	8.7	8.2	8.3	8.0	8.1
Capital outlay and interest	5.8	6.0	7.2	8.3	10.7	9.9	10.2	10.0
Other[1]	18.5	18.7	18.5	18.1	18.1	18.6	19.2	19.3
Midwest								
Total expenditures	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	52.7	52.2	52.7	52.5	51.2	50.7	49.6	49.8
Administration	7.5	7.3	7.4	7.2	6.9	7.1	7.0	7.1
Operation and maintenance	9.8	9.1	9.0	8.7	8.3	8.2	7.9	8.0
Capital outlay and interest	10.1	10.4	10.5	11.9	14.0	14.2	15.4	14.9
Other[1]	20.0	20.9	20.5	19.8	19.6	19.8	20.2	20.2
South								
Total expenditures	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	51.9	51.7	51.6	52.2	52.2	51.1	51.4	52.1
Administration	7.6	7.5	7.5	7.2	6.5	6.4	6.4	6.5
Operation and maintenance	8.8	8.8	9.0	8.7	8.4	8.1	8.0	8.2
Capital outlay and interest	12.6	13.0	12.8	12.9	13.6	15.2	15.0	13.5
Other[1]	19.1	19.0	19.2	18.9	19.2	19.1	19.2	19.7
West								
Total expenditures	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	51.1	51.6	51.4	51.8	51.2	51.3	51.3	50.6
Administration	7.5	7.6	7.2	7.3	6.8	6.5	6.4	6.5
Operation and maintenance	10.1	9.3	9.0	8.9	8.5	8.2	8.1	8.1
Capital outlay and interest	11.6	12.1	13.2	12.6	14.1	15.1	14.4	14.6
Other[1]	19.7	19.4	19.2	19.4	19.4	18.9	19.8	20.2

[1] Other expenditures include funds for student support, instructional staff, student transportation, other support services, food services, and enterprise operations, all of which are components of current expenditures. Also included in other expenditures are funds for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous editions. *Supplemental note 1* identifies the states in each region. See *supplemental note 11* for information about classifications of expenditures for elementary and secondary education. See *supplemental note 3* for more information about The NCES Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2002–03, previously unpublished tabulation (July 2005).

International Comparisons of Expenditures for Education

Table 43-1. Annual expenditures on public and private institutions per student and as a percentage of gross domestic product (GDP) in OECD countries, by level of education: 2002

Country	Expenditures on public and private institutions per student[1]		Expenditures on public and private institutions as a percentage of GDP			GDP per capita (in equivalent U.S. dollars converted using PPPs)[5]
	Elementary and secondary[2]	Post-secondary[3]	Elementary and secondary[2]	Post-secondary[3]	Total[4]	
OECD mean	**$6,134**	**$10,641**	**3.8**	**1.4**	**5.2**	**$25,315**
Australia	6,192	12,416	4.1	1.6	5.9	27,713
Austria[6]	8,230	12,448	3.8	1.1	4.9	30,100
Belgium	7,150	12,019	4.3	1.4	5.6	28,630
Canada	—	—	—	—	—	29,590
Czech Republic	3,050	6,236	2.9	0.9	3.8	16,585
Denmark	7,875	15,183	4.2	1.9	6.1	30,042
Finland	6,230	11,768	3.9	1.8	5.6	27,807
France	7,108	9,276	4.2	1.1	5.3	27,467
Germany	—	—	—	—	—	26,654
Greece	3,938	4,731	2.6	1.2	3.9	19,067
Hungary	3,128	8,205	3.1	1.2	4.5	14,365
Iceland	6,972	8,251	5.5	1.1	6.6	28,368
Ireland	4,827	9,809	2.9	1.3	4.3	32,535
Italy	7,441	8,636	3.5	0.9	4.5	26,347
Japan	6,561	11,716	3.0	1.1	4.0	27,207
Korea	4,645	6,047	4.1	2.2	6.3	18,443
Luxembourg	12,361	—	—	—	—	52,153
Mexico	1,587	6,074	4.1	1.4	5.5	9,370
Netherlands	6,212	13,101	3.4	1.3	4.7	29,939
New Zealand	—	—	4.6	1.5	6.3	22,287
Norway[6]	8,412	13,739	4.3	1.5	5.7	36,682
Poland	2,670	4,834	4.0	1.5	5.6	11,194
Portugal[6]	5,888	6,960	4.2	1.0	5.2	18,819
Slovak Republic	1,980	4,756	2.8	0.9	3.6	12,576
Spain	5,362	8,020	3.2	1.2	4.4	23,196
Sweden	7,277	15,715	4.6	1.8	6.3	28,152
Switzerland	9,823	23,714	4.5	1.4	6.0	32,532
Turkey	—	—	2.6	1.2	3.8	6,516
United Kingdom	5,996	11,822	4.3	1.1	5.4	28,906
United States	8,556	20,545	4.1	2.6	6.7	36,202

— Not available.

[1] Per student expenditures are based on public and private full-time-equivalent (FTE) enrollment figures for the 2001–02 school year and on current expenditures and capital outlays from both public and private sources where data are available.

[2] Includes postsecondary nontertiary data (International Standard Classification of Education [ISCED] level 4) for Belgium, Denmark, Finland, Iceland, Japan, Luxembourg, Norway, Slovak Republic, Spain, and the United Kingdom. Also includes preprimary data (ISCED level 0) for Greece and Luxembourg.

[3] Includes all tertiary-level data (ISCED levels 5A, 5B, and 6). Also, includes postsecondary nontertiary data for Denmark, Iceland, Japan, and the United States.

[4] Total includes elementary/secondary, postsecondary, and postsecondary nontertiary expenditures with the exception of Korea, Mexico, and Turkey where postsecondary nontertiary is not an applicable educational category.

[5] GDP adjusted to national financial year.

[6] Instead of FTE, enrollment data are for full- and part-time students.

NOTE: Educational expenditures are from public and private revenue sources. Purchasing Power Parity (PPP) indices are used to convert other currencies to U.S. dollars. Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries. Includes all institutions, public and private, with the exception of Hungary, Italy, Portugal, Switzerland, and Turkey, which include public institutions only. See *supplemental note 6* for more information on ISCED levels.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2005). *Education at a Glance: OECD Indicators, 2005*, tables B1.1, B2.1c, and X2.1. Data from OECD Education Database, previously unpublished tabulation (August 2005).

Changes in Sources of Public School Revenue

Table 44-1. Total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2002–03

[Billions of constant 2003–04 dollars]

Region and revenue source	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2002–03
United States								
Total	**$305.8**	**$315.7**	**$331.0**	**$346.6**	**$375.1**	**$409.8**	**$437.9**	**$449.6**
Federal	18.6	20.9	23.3	23.0	25.5	29.8	34.6	38.3
State	144.0	146.4	149.5	164.7	181.4	202.9	215.6	218.9
Local	143.1	148.5	158.2	158.9	168.1	177.2	187.7	192.4
From property taxes	109.8	115.6	124.4	122.6	127.9	137.1	147.3	151.7
From other sources	33.3	32.9	33.8	36.3	40.2	40.1	40.4	40.7
Northeast								
Total	**75.2**	**76.7**	**79.1**	**81.8**	**85.1**	**93.0**	**99.4**	**103.6**
Federal	3.5	3.9	4.2	4.1	4.3	5.1	5.8	6.6
State	30.2	30.3	30.4	31.7	33.1	39.8	44.1	44.2
Local	41.4	42.5	44.5	46.0	47.7	48.1	49.4	52.9
From property taxes	36.6	37.7	39.8	40.7	42.3	42.2	43.6	47.0
From other sources	4.9	4.7	4.7	5.3	5.4	5.9	5.8	5.8
Midwest								
Total	**71.8**	**74.5**	**79.6**	**83.9**	**90.9**	**97.0**	**103.3**	**102.9**
Federal	3.9	4.4	4.8	4.8	5.4	6.2	7.1	7.8
State	28.4	28.3	31.0	39.2	42.8	46.6	50.3	51.0
Local	39.5	41.9	43.8	40.0	42.6	44.2	45.9	44.1
From property taxes	32.3	34.3	36.7	32.4	33.9	34.9	36.6	35.4
From other sources	7.2	7.5	7.2	7.6	8.6	9.3	9.3	8.6
South								
Total	**94.6**	**97.8**	**103.3**	**109.7**	**118.9**	**131.1**	**138.1**	**141.2**
Federal	6.9	7.6	8.7	8.4	9.5	10.9	12.8	13.9
State	46.5	47.4	49.6	53.7	58.7	65.3	65.4	65.8
Local	41.2	42.8	45.0	47.6	50.8	54.8	60.0	61.5
From property taxes	25.6	27.7	28.6	30.4	31.8	38.2	43.0	43.7
From other sources	15.6	15.1	16.4	17.2	18.9	16.6	17.0	17.9
West								
Total	**64.2**	**66.7**	**69.0**	**71.2**	**80.2**	**88.8**	**97.1**	**101.9**
Federal	4.4	4.9	5.7	5.7	6.4	7.6	8.9	10.0
State	38.9	40.5	38.4	40.1	46.8	51.2	55.8	57.9
Local	20.9	21.3	24.9	25.4	27.1	30.0	32.4	33.9
From property taxes	15.3	15.9	19.4	19.1	19.8	21.7	24.1	25.6
From other sources	5.6	5.5	5.5	6.3	7.2	8.3	8.4	8.4

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. Revenues are in constant 2003–04 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 11* for information about the CPI and 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, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2002–03, previously unpublished tabulation (July 2005).

Changes in Sources of Public School Revenue

Table 44-2. Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2002–03

Region and revenue source	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2002–03
United States								
Total	**100.0**	**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	8.5
State	47.1	46.4	45.2	47.5	48.4	49.5	49.2	48.7
Local	46.8	47.0	47.8	45.9	44.8	43.2	42.9	42.8
From property taxes	35.9	36.6	37.6	35.4	34.1	33.4	33.6	33.7
From other sources	10.9	10.4	10.2	10.5	10.7	9.8	9.2	9.1
Northeast								
Total	**100.0**	**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	6.4
State	40.2	39.5	38.4	38.7	38.9	42.8	44.4	42.6
Local	55.1	55.4	56.3	56.3	56.0	51.7	49.7	51.0
From property taxes	48.7	49.2	50.3	49.8	49.8	45.4	43.9	45.4
From other sources	6.5	6.2	6.0	6.5	6.3	6.3	5.8	5.6
Midwest								
Total	**100.0**	**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	7.6
State	39.6	37.9	39.0	46.7	47.2	48.0	48.7	49.6
Local	55.0	56.2	55.0	47.6	46.9	45.6	44.4	42.8
From property taxes	45.0	46.1	46.0	38.6	37.4	36.0	35.5	34.5
From other sources	10.1	10.1	9.0	9.0	9.5	9.6	9.0	8.4
South								
Total	**100.0**	**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	9.8
State	49.1	48.5	48.0	49.0	49.3	49.8	47.3	46.6
Local	43.6	43.8	43.5	43.4	42.7	41.8	43.4	43.6
From property taxes	27.1	28.3	27.6	27.7	26.8	29.1	31.1	30.9
From other sources	16.5	15.5	15.9	15.7	15.9	12.7	12.3	12.7
West								
Total	**100.0**	**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	9.8
State	60.6	60.7	55.7	56.3	58.3	57.6	57.4	56.9
Local	32.6	32.0	36.1	35.6	33.7	33.8	33.4	33.3
From property taxes	23.8	23.8	28.1	26.8	24.7	24.5	24.8	25.1
From other sources	8.8	8.2	8.0	8.8	9.0	9.3	8.6	8.2

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. *Supplemental note 1* identifies the states in each region. See *supplemental note 11* 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, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2002–03, previously unpublished tabulation (July 2005).

Degrees and Fields of Study

Table 45-1. Number of bachelor's degrees, by field of study: 1989–90 through 2003–04

Year	Total	Business	Social sciences and history	Education	Psychology	Engineering and engineering technologies	Visual and performing arts	Other
1989–90	1,051,300	248,600	118,100	105,100	54,000	82,500	39,900	403,200
1990–91	1,094,500	249,200	125,100	110,800	58,700	79,800	42,200	428,900
1991–92	1,136,600	256,300	134,000	107,800	63,700	78,100	46,500	450,200
1992–93	1,165,200	256,500	135,700	107,600	66,900	78,700	47,800	472,100
1993–94	1,169,300	246,300	133,700	107,400	69,400	78,700	49,100	484,800
1994–95	1,160,100	233,900	128,200	105,900	72,200	78,600	48,700	492,700
1995–96	1,164,800	226,600	126,500	105,400	73,400	78,100	49,300	505,500
1996–97	1,172,900	225,900	124,900	105,100	74,300	75,800	50,100	516,800
1997–98	1,184,400	232,100	125,000	105,800	74,100	74,600	52,100	520,600
1998–99	1,200,300	240,900	124,700	107,100	73,600	72,700	54,400	526,900
1999–2000	1,237,900	256,100	127,100	108,000	74,200	73,400	58,800	540,300
2000–01	1,244,200	263,500	128,000	105,500	73,600	73,000	61,100	539,400
2001–02	1,291,900	278,200	132,900	106,300	76,800	74,700	66,800	556,300
2002–03	1,348,500	293,500	143,200	105,800	78,600	77,300	71,500	578,600
2003–04	1,399,500	307,100	150,400	106,300	82,100	78,200	77,200	598,300

NOTE: 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 10* for more information on fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 250, and previously unpublished tabulation (July 2005). Data from U.S. Department of Education, NCES, 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99) and Fall 2000 through Fall 2004.

Degrees and Fields of Study

Table 45-2. Number of bachelor's degrees, percentage of total, and percentage change, by field of study: 1989–90, 1996–97, and 2003–04

Field of study	1989–90		1996–97		Percent change 1989–90 to 1996–97	2003–04		Percent change 1996–97 to 2003–04	Percent change 1989–90 to 2003–04
	Number of degrees	Percent of total	Number of degrees	Percent of total		Number of degrees	Percent of total		
Total	**1,051,300**	**100.0**	**1,172,900**	**100.0**	**11.6**	**1,399,500**	**100.0**	**19.3**	**33.1**
Business	248,600	23.6	225,900	19.3	-9.1	307,100	21.9	35.9	23.6
Social sciences and history	118,100	11.2	124,900	10.6	5.8	150,400	10.7	20.4	27.3
Education	105,100	10.0	105,100	9.0	0.0	106,300	7.6	1.1	1.1
Psychology	54,000	5.1	74,300	6.3	37.7	82,100	5.9	10.5	52.2
Engineering and engineering technologies	82,500	7.8	75,800	6.5	-8.2	78,200	5.6	3.3	-5.2
Visual and performing arts	39,900	3.8	50,100	4.3	25.4	77,200	5.5	54.1	93.3
Health professions and related clinical sciences	59,000	5.6	88,000	7.5	49.2	73,900	5.3	-16.0	25.3
Communication, journalism, and related programs	51,600	4.9	47,900	4.1	-7.1	73,000	5.2	52.4	41.6
Biological and biomedical sciences	37,200	3.5	63,700	5.4	71.2	61,500	4.4	-3.4	65.3
Computer and information sciences	27,300	2.6	25,400	2.2	-7.0	59,500	4.3	134.0	117.5
English language and literature/letters	46,800	4.5	48,600	4.1	3.9	54,000	3.9	11.0	15.3
Liberal arts and sciences, general studies, and humanities	28,000	2.7	34,800	3.0	24.3	42,100	3.0	21.1	50.5
Multi/interdisciplinary studies	16,600	1.6	26,900	2.3	62.4	29,200	2.1	8.5	76.1
Security and protective services	15,400	1.5	25,200	2.1	63.9	28,200	2.0	12.0	83.5
Agriculture and natural resources	12,900	1.2	22,600	1.9	75.2	22,800	1.6	1.1	77.0
Parks, recreation, leisure, and fitness studies	4,600	0.4	14,200	1.2	210.9	22,200	1.6	55.6	383.7
Public administration and social services	13,900	1.3	20,600	1.8	48.5	20,600	1.5	-0.5	47.8
Family and consumer sciences/ human sciences	13,500	1.3	14,900	1.3	10.2	19,200	1.4	28.8	41.9
Physical sciences and science technologies	16,100	1.5	19,500	1.7	21.4	18,000	1.3	-7.8	12.0
Foreign languages and literatures and linguistics	13,100	1.2	14,500	1.2	10.3	17,800	1.3	22.6	35.2
Mathematics and statistics	14,300	1.4	12,400	1.1	-13.1	13,300	1.0	7.5	-6.6
Philosophy and religious studies	7,000	0.7	7,800	0.7	11.3	11,200	0.8	42.4	58.5
Other[1]	26,000	2.5	29,700	2.5	14.3	32,000	2.3	7.5	22.9

[1] Fields in which fewer than 10,000 degrees were awarded in 2003–04. These include transportation and materials moving; legal professions and studies; library science; precision production; military technologies; architecture and related services; theology and religious vocations; area, ethnic, cultural, and gender studies; and degrees not classified by a field of study.

NOTE: 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 10* for more information on fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 250, and previously unpublished tabulation (July 2005). Data from U.S. Department of Education, NCES, 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99) and Fall 2004.

Degrees and Fields of Study

Table 45-3. Number of associate's degrees, percentage of total, and percentage change, by field of study: 1989–90, 1996–97, and 2003–04

Field of study	1989–90 Number of degrees	1989–90 Percent of total	1996–97 Number of degrees	1996–97 Percent of total	Percent change 1989–90 to 1996–97	2003–04 Number of degrees	2003–04 Percent of total	Percent change 1996–97 to 2003–04	Percent change 1989–90 to 2003–04
Total	**455,100**	**100.0**	**571,200**	**100.0**	**25.5**	**665,300**	**100.0**	**16.5**	**46.2**
Liberal arts and sciences, general studies, and humanities	133,500	29.3	181,300	31.7	35.9	227,700	34.2	25.5	70.6
Business	101,900	22.4	100,400	17.6	-1.5	106,300	16.0	5.9	4.3
Health professions and related clinical sciences	65,200	14.3	102,100	17.9	56.4	106,200	16.0	4.0	62.8
Engineering and engineering technologies	57,400	12.6	57,300	10.0	-0.1	55,800	8.4	-2.7	-2.8
Computer and information sciences	11,300	2.5	14,600	2.6	29.1	41,800	6.3	186.5	269.8
Visual and performing arts	8,700	1.9	13,600	2.4	55.5	23,900	3.6	76.2	174.0
Security and protective services	12,900	2.8	19,900	3.5	54.7	20,600	3.1	3.4	60.0
Multi/interdisciplinary studies	8,200	1.8	9,200	1.6	12.2	14,800	2.2	61.1	80.8
Education	8,100	1.8	10,600	1.9	30.0	12,500	1.9	17.7	53.1
Family and consumer sciences/human sciences	7,500	1.6	8,000	1.4	7.1	9,500	1.4	18.5	26.9
Legal professions and studies	6,500	1.4	11,200	2.0	73.7	9,500	1.4	-15.8	46.3
Agriculture and natural resources	4,800	1.1	6,500	1.1	33.8	6,300	0.9	-2.8	30.0
Social sciences and history	2,900	0.6	4,100	0.7	41.2	6,200	0.9	54.0	117.4
Communication, journalism, and related programs	5,200	1.1	4,900	0.9	-6.1	5,800	0.9	19.5	12.2
Public administration and social services	2,600	0.6	4,300	0.7	63.4	3,700	0.6	-12.7	42.7
Physical sciences and science technologies	2,000	0.4	2,500	0.4	25.0	2,700	0.4	5.9	32.4
Precision production trades	1,500	0.3	1,800	0.3	20.6	2,000	0.3	11.0	33.9
Psychology	1,100	0.2	1,600	0.3	44.6	1,900	0.3	17.1	69.2
Biological and biomedical sciences	1,000	0.2	2,100	0.4	108.3	1,500	0.2	-31.7	42.2
Transportation and material moving workers	2,600	0.6	1,600	0.3	-39.9	1,200	0.2	-22.6	-53.5
Foreign languages and literatures and linguistics	500	0.1	1,800	0.3	250.1	1,000	0.2	-40.8	107.3
Other[1]	9,700	2.1	11,900	2.1	23.3	4,500	0.7	-62.7	-54.0

[1] Fields in which fewer than 1,000 degrees were awarded in 2003–04. These include parks, recreation, leisure, and fitness studies; English language and literature/letters; mathematics and statistics; architecture and related services; theology and religious vocations; philosophy and religion; military technologies; library science; area, ethnic, cultural, and gender studies; and degrees not classified by a field of study.

NOTE: 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 10* for more information on fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 248, and previously unpublished tabulation (October 2005). Data from U.S. Department of Education, NCES, 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99) and Fall 2004.

Instructional Faculty and Staff Who Teach Undergraduates

Table 46-1. Percentage of full-time instructional faculty and staff in doctoral, master's, and bachelor's degree-granting institutions who taught at least one undergraduate class for credit or who taught only undergraduate classes for credit, by tenure status: Fall 2003

	Taught at least one undergraduate class for credit				Taught only undergraduate classes for credit			
Academic rank	All	Doctoral	Master's	Bachelor's	All	Doctoral	Master's	Bachelor's
Total	77.6	66.6	89.7	97.4	59.2	45.6	70.8	92.3
Tenured or on tenure track	77.6	66.6	89.9	97.8	56.2	42.0	68.6	92.1
Not on tenure track	77.4	66.7	88.9	96.5	68.3	56.7	78.8	92.8

NOTE: Included are faculty and instructional staff at public and private not-for-profit institutions who had instructional duties for which students earned credit in fall 2003. Nontenure-track faculty includes those who were not on the tenure track and those in institutions without tenure systems.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (April 2006).

Distance Education by Postsecondary Faculty

Table 47-1. Percentage of full- and part-time instructional faculty and staff who taught distance education courses and average number of courses taught, by employment and distance education status, rank, and type of institution: Fall 2003

	Percentage who taught distance education course		Average number of credit and noncredit courses taught	
Faculty rank and type of institution	Full-time	Part-time	Did not teach distance education	Taught distance education
Total[1]	**8.3**	**5.9**	**2.3**	**3.7**
Full or associate professor	8.3	7.6	2.5	4.1
Public doctoral	6.5	4.5	2.0	3.2
Private not-for-profit doctoral	2.9	2.5	2.0	3.7
Public master's	9.6	10.4	3.0	3.7
Private not-for-profit master's	7.3	15.1	2.9	3.4
Private not-for-profit bachelor's	4.0	5.3	3.0	3.9
Public associate's	22.4	9.2	3.7	5.3
Assistant professor, instructor, or lecturer	8.0	5.0	2.5	3.9
Public doctoral	5.2	5.5	2.0	3.2
Private not-for-profit doctoral	2.9	3.1	1.8	2.6
Public master's	7.1	2.5	2.8	3.7
Private not-for-profit master's	8.5	7.3	2.5	3.8
Private not-for-profit bachelor's	2.8	7.2	2.6	3.0
Public associate's	15.2	5.1	2.9	4.4

[1] Faculty who had some other title or no rank were included in the total but not shown separately.
NOTE: Included are faculty and instructional staff at public and private not-for-profit institutions who had instructional duties for which students earned credit in fall 2003. Distance education includes classes in which students and instructors are separated either primarily or exclusively by distance or time.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (November 2005).

Faculty Salary, Benefits, and Total Compensation

Table 48-1. Total compensation, average salary by academic rank and type of institution, average fringe benefits by type of institution, and percentage distribution of full-time instructional faculty at degree-granting institutions: Selected academic years, 1979–80 to 2004–05

Compensation, salary, and benefits[1]	1979–80		1989–90		1999–2000		2004–05		Percent change 1979–80 to 2004–05
	Percent	Average	Percent	Average	Percent	Average	Percent	Average	
					[In current dollars]				
Total compensation	**100.0**	**$26,200**	**100.0**	**$49,400**	**100.0**	**$70,200**	**100.0**	**$82,300**	**214.1**
Salary									
All faculty	100.0	22,000	100.0	41,000	100.0	57,000	100.0	65,200	196.4
Professor	26.0	29,300	30.7	54,400	30.2	76,700	27.3	90,300	208.2
Associate professor	24.9	22,100	24.0	40,600	23.2	56,200	21.7	65,400	195.9
Assistant professor	25.4	18,000	23.2	33,500	22.1	46,400	23.2	55,000	205.6
Instructor	7.6	14,400	5.6	25,700	6.0	36,300	15.9	48,700	238.2
Lecturer	1.4	16,800	1.9	30,100	2.6	39,300	4.1	45,600	171.4
No rank	14.7	20,100	14.6	32,900	15.9	46,100	7.7	50,400	150.7
All institutions[2]	100.0	22,000	100.0	41,000	100.0	57,000	100.0	65,200	196.4
Public 4-year doctoral universities	28.3	24,700	30.6	46,800	28.3	66,100	28.4	74,700	202.4
Private 4-year doctoral universities	8.0	25,400	10.3	50,200	10.1	74,600	11.2	88,400	248.0
Public 4-year master's colleges/universities	22.8	22,000	18.7	40,700	17.8	53,700	16.2	60,000	172.7
Private 4-year master's colleges/universities	7.5	19,800	9.4	36,000	10.8	51,400	11.2	59,700	201.5
Public other 4-year colleges	2.7	20,500	2.4	38,300	2.4	48,900	2.6	56,500	175.6
Private other 4-year colleges	8.9	17,500	8.3	32,700	7.9	47,200	7.9	54,300	210.3
Public 2-year colleges	21.1	20,300	19.6	34,500	21.0	48,400	20.6	54,200	167.0
Private 2-year colleges	0.8	13,600	0.7	26,000	1.7	33,400	1.8	37,600	176.5
Fringe benefits									
All institutions	100.0	4,200	100.0	8,400	100.0	13,200	100.0	17,100	307.1
Public 4-year doctoral universities	28.3	4,500	30.6	10,000	28.3	14,900	28.4	18,700	315.6
Private 4-year doctoral universities	8.0	4,800	10.3	9,900	10.1	18,100	11.2	22,800	375.0
Public 4-year master's colleges/universities	22.8	4,500	18.7	9,000	17.8	12,600	16.2	17,000	277.8
Private 4-year master's colleges/universities	7.5	3,700	9.4	7,400	10.8	12,400	11.2	15,600	321.6
Public other 4-year colleges	2.7	3,900	2.4	6,700	2.4	11,100	2.6	15,300	292.3
Private other 4-year colleges	8.9	3,300	8.3	6,200	7.9	11,700	7.9	14,800	348.5
Public 2-year colleges	21.1	3,800	19.6	6,200	21.0	11,000	20.6	14,800	289.5
Private 2-year colleges	0.8	2,500	0.7	3,900	1.7	6,600	1.8	7,700	208.0

See notes at end of table.

Faculty Salary, Benefits, and Total Compensation

Table 48-1. Total compensation, average salary by academic rank and type of institution, average fringe benefits by type of institution, and percentage distribution of full-time instructional faculty at degree-granting institutions: Selected academic years, 1979–80 to 2004–05—Continued

Compensation, salary, and benefits[1]	1979–80		1989–90		1999–2000		2004–05		Percent change 1979–80 to 2004–05
	Percent	Average	Percent	Average	Percent	Average	Percent	Average	
					[In constant 2003–04 dollars]				
Total compensation	**100.0**	**$62,700**	**100.0**	**$72,400**	**100.0**	**$77,200**	**100.0**	**$79,900**	**27.4**
Salary									
All faculty	100.0	52,700	100.0	60,100	100.0	62,600	100.0	63,300	20.1
Professor	26.0	70,300	30.7	79,700	30.2	84,300	27.3	87,700	24.8
Associate professor	24.9	53,000	24.0	59,600	23.2	61,800	21.7	63,500	19.8
Assistant professor	25.4	43,100	23.2	49,200	22.1	51,000	23.2	53,400	23.9
Instructor	7.6	34,600	5.6	37,600	6.0	39,900	15.9	47,300	36.7
Lecturer	1.4	40,300	1.9	44,200	2.6	43,200	4.1	44,300	9.9
No rank	14.7	48,300	14.6	48,200	15.9	50,700	7.7	48,900	1.2
All institutions[2]	100.0	52,700	100.0	60,100	100.0	62,600	100.0	63,300	20.1
Public 4-year doctoral universities	28.3	59,100	30.6	68,600	28.3	72,700	28.4	72,500	22.7
Private 4-year doctoral universities	8.0	60,800	10.3	73,600	10.1	82,000	11.2	85,800	41.1
Public 4-year master's colleges/universities	22.8	52,700	18.7	59,600	17.8	59,000	16.2	58,300	10.6
Private 4-year master's colleges/universities	7.5	47,400	9.4	52,800	10.8	56,500	11.2	58,000	22.4
Public other 4-year colleges	2.7	49,100	2.4	56,100	2.4	53,700	2.6	54,800	11.6
Private other 4-year colleges	8.9	41,800	8.3	47,900	7.9	51,900	7.9	52,700	26.1
Public 2-year colleges	21.1	48,800	19.6	50,500	21.0	53,200	20.6	52,600	7.8
Private 2-year colleges	0.8	32,700	0.7	38,100	1.7	36,700	1.8	36,500	11.6
Fringe benefits									
All institutions	100.0	10,000	100.0	12,300	100.0	14,600	100.0	16,600	66.0
Public 4-year doctoral universities	28.3	10,800	30.6	14,700	28.3	16,400	28.4	18,100	67.6
Private 4-year doctoral universities	8.0	11,500	10.3	14,500	10.1	19,900	11.2	22,100	92.2
Public 4-year master's colleges/universities	22.8	10,700	18.7	13,200	17.8	13,800	16.2	16,500	54.2
Private 4-year master's colleges/universities	7.5	8,900	9.4	10,900	10.8	13,700	11.2	15,200	70.8
Public other 4-year colleges	2.7	9,300	2.4	9,800	2.4	12,200	2.6	14,900	60.2
Private other 4-year colleges	8.9	8,000	8.3	9,000	7.9	12,800	7.9	14,300	78.8
Public 2-year colleges	21.1	9,200	19.6	9,000	21.0	12,100	20.6	14,400	56.5
Private 2-year colleges	0.8	6,000	0.7	5,800	1.7	7,200	1.8	7,400	23.3

[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, or other benefits.

[2] Institutions in this indicator are classified based on the number of highest degrees awarded. For example, institutions that award 20 or more doctoral degrees per year are classified as doctoral universities. *See supplemental note 9* for more information about classifications of postsecondary institutions.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2004–05, there were about 2,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation were adjusted by the Consumer Price Index (CPI) to constant 2003–04 dollars. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. 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, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; 1989–90, 1999–2000, and 2004–05 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–04) and "Completions Survey" (IPEDS-C:89–04), previously unpublished tabulation (September 2005).

Faculty Salary, Benefits, and Total Compensation

Table 48-2. Total compensation, average salary, average fringe benefits, and percentage distribution of full-time instructional faculty at degree-granting institutions, by contract length: Selected academic years, 1979–80 to 2004–05

[In constant 2003–04 dollars]

Compensation, salary, benefits, and percentage distribution of faculty[1]	1979–80	1989–90	1999–2000	2004–05	Percent change 1979–80 to 2004–05
Total compensation					
All faculty	$62,700	$72,400	$77,200	$79,900	27.4
Faculty on 9- or 10-month contracts	61,300	70,900	75,900	79,200	29.2
Faculty on 11- or 12-month contracts	72,500	82,800	83,500	83,700	15.4
Salary					
All faculty	52,700	60,100	62,600	63,300	20.1
Faculty on 9- or 10-month contracts	51,400	58,800	61,400	62,400	21.4
Faculty on 11- or 12-month contracts	61,500	69,300	68,900	67,800	10.2
Fringe benefits					
All faculty	10,000	12,300	14,600	16,600	66.0
Faculty on 9- or 10-month contracts	9,900	12,100	14,500	16,800	69.7
Faculty on 11- or 12-month contracts	11,000	13,500	14,600	15,900	44.5
Percentage distribution of faculty					
All faculty	100.0	100.0	100.0	100.0	†
Faculty on 9- or 10-month contracts	87.2	86.8	84.0	83.4	-4.4
Faculty on 11- or 12-month contracts	12.8	13.2	16.0	16.6	29.8

† 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, or other benefits.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2004–05, there were about 2,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation were adjusted by the Consumer Price Index (CPI) to constant 2003–04 dollars. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. 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, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; 1989–90, 1999–2000, and 2004–05 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–04) and "Completions Survey" (IPEDS-C:89–04), previously unpublished tabulation (September 2005).

Total and Net Access Price of Attending a Postsecondary Institution

Table 49-1. Average net access price for full-time, full-year dependent students after grants and loans, by type of institution and family income: 1989–90, 1999–2000, and 2003–04

[In constant 2003–04 dollars]

Type of institution and family income	1989–90	1999–2000	2003–04
Public 2-year			
Total	**$7,100**	**$7,700**	**$7,700**
Low income	5,900	6,100	6,000
Lower middle income	7,500	7,900	7,800
Upper middle income	7,700	8,600	8,700
High income	7,300	8,900	8,800
Public 4-year			
Total	**8,700**	**8,800**	**9,300**
Low income	6,200	5,700	6,000
Lower middle income	8,200	8,200	8,700
Upper middle income	9,300	9,400	10,000
High income	10,500	11,200	11,600
Private not-for-profit 4-year			
Total	**14,700**	**14,000**	**15,300**
Low income	9,100	8,100	10,200
Lower middle income	11,800	11,900	12,400
Upper middle income	14,100	13,400	14,600
High income	20,700	19,700	21,000
Private for-profit less-than-4-year			
Total	**10,900**	**9,600**	**9,300**
Low income	9,500	8,100	8,000
Lower middle income	11,200	10,300	9,700
Upper middle income	12,500	10,700	10,000
High income	14,700	14,000	12,600

NOTE: The cutoff points for low, lower middle, upper middle, and high income were obtained by identifying the incomes at the 25th, 50th, and 75th percentiles. Adjusted to 2003–04 constant dollars, in 1989–90, the values were $32,900, $55,400, and $85,800. In 1999–2000, they were $34,200, $59,600, and $91,600. In 2003–04, they were $32,400, $59,400, and $91,800.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).

Federal Grants and Loans to Undergraduate Students

Table 50-1. Percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients, and average percentage of aid received as loans, by source of aid, dependency status, income, and type of institution: 1992–93, 1999–2000, and 2003–04

[In constant 2003–04 dollars]

Dependency status, income, and type of institution	Total					Federal				
	Loans		Grants		Loans as percent of total aid	Loans		Grants		Loans as percent of federal aid
	Percent	Average dollars	Percent	Average dollars		Percent	Average dollars	Percent	Average dollars	
1992–93										
Total	**32.4**	**$4,600**	**49.3**	**$4,600**	**33.7**	**31.5**	**$4,400**	**29.7**	**$2,600**	**53.7**
Dependency status and income										
Dependent undergraduates	28.3	4,100	43.2	5,000	32.2	27.2	3,900	20.6	2,500	59.2
Low-income	48.8	3,900	79.2	5,200	27.5	48.4	3,800	68.3	2,800	38.1
Middle-income	32.0	4,200	42.9	5,000	37.3	30.9	4,000	15.1	1,700	72.1
High-income	15.1	4,600	25.4	4,800	31.4	13.3	4,100	1.0	1,900	88.0
Independent undergraduates	43.1	5,200	64.9	3,800	36.5	42.5	5,200	53.1	2,800	45.9
Type of institution										
Public 2-year	11.8	3,100	42.5	2,500	16.1	11.4	3,100	30.3	2,300	23.1
Public 4-year	31.7	4,200	44.1	3,400	38.3	30.8	4,100	27.2	2,600	57.1
Private not-for-profit 4-year	45.8	5,100	63.2	7,900	30.7	44.0	4,800	27.0	3,000	65.1
1999–2000										
Total	**45.1**	**$6,000**	**58.8**	**$5,500**	**40.6**	**43.9**	**$5,300**	**30.5**	**$2,800**	**64.0**
Dependency status and income										
Dependent undergraduates	43.8	5,400	56.2	6,000	39.6	42.6	4,600	23.1	2,700	68.4
Low-income	47.8	5,300	83.2	6,100	26.1	46.9	4,700	72.4	3,000	36.6
Middle-income	47.9	5,400	53.7	6,000	45.1	46.6	4,600	13.1	1,800	81.2
High-income	33.4	5,700	38.7	5,800	44.4	31.9	4,700	0.7	1,800	94.6
Independent undergraduates	48.5	7,500	65.9	4,200	43.1	47.6	7,000	51.1	2,900	54.5
Type of institution										
Public 2-year	17.1	4,300	49.7	2,900	21.0	16.3	3,700	32.4	2,700	30.5
Public 4-year	48.4	5,500	54.5	4,200	48.3	47.4	5,200	28.9	2,700	70.2
Private not-for-profit 4-year	59.9	6,900	75.0	9,200	35.9	58.2	5,600	27.5	3,000	71.9
2003–04										
Total	**49.5**	**$6,200**	**63.1**	**$5,700**	**41.2**	**47.9**	**$5,300**	**33.6**	**$3,300**	**62.8**
Dependency status and income										
Dependent undergraduates	46.8	5,600	60.3	6,100	39.1	45.0	4,400	25.2	3,100	66.3
Low-income	49.0	5,400	85.5	7,000	24.2	47.5	4,700	72.4	3,700	33.8
Middle-income	49.5	5,700	58.0	5,600	44.1	47.7	4,400	16.7	2,000	77.2
High-income	39.8	5,800	43.5	5,900	46.1	37.9	4,200	1.1	1,800	92.4
Independent undergraduates	56.5	7,500	70.2	4,600	46.0	55.4	7,000	55.3	3,400	56.0
Type of institution										
Public 2-year	22.8	4,100	52.7	3,400	24.7	21.6	3,800	35.4	3,200	34.1
Public 4-year	51.4	5,800	59.1	4,600	46.9	49.7	5,200	30.2	3,200	68.7
Private not-for-profit 4-year	65.8	7,200	81.5	9,400	35.8	64.1	5,400	31.6	3,400	70.3

NOTE: Total loans include federal, state, institutional, and private loans. Total grants include federal, state, institutional, and private grants, including employer reimbursements. Federal loans include Perkins, subsidized and unsubsidized Stafford, and Supplemental Loans to Students (SLS). Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Parent Loans for Undergraduate Students (PLUS) loans to parents, veterans' benefits, and tax credits are not included in this table. Loans as a percentage of aid is determined by dividing the amount of loans received (including zero loan amounts) by the amount of total aid (or federal aid) received for each case. Income for dependent students is based on parents' annual income in the prior year. The cutoff points for low, middle, and high income were obtained by identifying the incomes at the 25th and 75th percentiles. Adjusted to 2003–04 dollars, the values were in 1992–93, $39,200 and $84,900; in 1999–2000, $35,700 and $94,100; and in 2003–04, $34,200 and $94,400. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2003–04 dollars. See *supplemental note 11* for more information about the CPI-U.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:93, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).

Appendix 2
Supplemental Notes

Contents

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 2006*. 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 32*, *33*, *34*, and *36*, based on the National Household Education Surveys Program (NHES), use the highest level of education attained by either parent. For these indicators, 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 12* and *13* 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 U.S. Census Bureau, or, in rare instances, on observer identification. These categories are in accordance with the Office of Management and Budget's standard classification scheme.

Ethnicity is based on the following categorization:

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

Race is based on the following categorization:

- *American Indian or Alaska Native, not Hispanic or Latino*: A person having origins in any of the original peoples of North and South America (including Central America) who maintains tribal affiliation or community attachment.
- *Asian, not Hispanic or Latino*: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.
- *Black, not Hispanic or Latino*: A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander, not Hispanic or Latino*: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White, not Hispanic or Latino*: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. In *The Condition of Education*, this category excludes persons of Hispanic origin.

Note 1: Commonly Used Variables

Continued

- *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 the 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 2006*, these definitions of race/ethnicity apply to *indicators 5, 6, 7, 8, 10, 12, 13, 14, 15, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 37,* and *39*. Indicators based on the National Household Education Surveys Program (*indicators 2, 11, 33, 34, 36,* and *38)* 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 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

Note 1: Commonly Used Variables

Continued

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.

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 2006*, no indicators use these labels and definitions.

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,

Note 1: Commonly Used Variables

Continued

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.

In *The Condition of Education 2006*, 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),

Note 1: Commonly Used Variables

Continued

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 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 2006*, *indicators 36* and *39* use these labels and definitions.

Locale Code

In the NCES 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) nonmet-

Note 1: Commonly Used Variables

Continued

ropolitan 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 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.")

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) (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

Besides being used for the 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 2006*, these labels under the 2000 standards apply to *indicator 6*, 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 4*, *12*, and *15*.

Poverty

Data on household income and the number of people living in the household are combined with estimates of the poverty threshold published by the Bureau of the Census to classify children (or adults) as "poor" or "nonpoor" in *indicator 2*. Children (or adults) in families whose incomes are at or below the poverty threshold are classified as poor; those in families with incomes above the poverty threshold are classified as nonpoor. The thresholds used to determine whether an individual is poor or nonpoor differ for each survey year. The weighted average poverty thresholds for various household sizes for 1990, 1994, 1998, 1999, 2000, 2001, 2002, 2003, and 2004 are shown in the table on the next page. (For thresholds for other years, see http://www.census.gov/hhes/poverty/threshld.html.)

Indicators 7, *20*, *21*, *33*, *34*, *36*, and *38* modify the categories of poverty, to include the "poor," "near-poor," and "nonpoor." Poor is defined to include those families below the poverty threshold, near-poor is defined as those at 100–199 percent of the poverty threshold, and nonpoor is defined as those at 200 percent or more than the poverty threshold.

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 Census Bureau, 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 2006*, eligibility for the National School Lunch Program applies to *indicator 24*.

Small Area Income and Poverty Estimates (SAIPE) Program

The goal of the Census Bureau's Small Area Income and Poverty Estimates (SAIPE) program is to make intercensal estimates of median income and numbers in poverty for states, counties, and school districts. *Indicator 41* employs SAIPE's school district estimates of the population of children ages 5–17 and the number of related children ages 5–17 in families in poverty. *Indicator 41* also employs the SAIPE data rather than the free lunch eligible data to measure poverty by school district be-

Note 1: Commonly Used Variables

Continued

Weighted average poverty thresholds, by household size: Selected years, 1990–2004

Household size	Poverty threshold	Household size	Poverty threshold
1990		**2001**	
2	8,509	2	11,569
3	10,419	3	14,128
4	13,359	4	18,104
5	15,792	5	21,405
6	17,839	6	24,195
7	20,241	7	27,517
8	22,582	8	30,627
9 or more	26,848	9 or more	36,286
1994		**2002**	
2	9,661	2	11,756
3	11,821	3	14,348
4	15,141	4	18,392
5	17,900	5	21,744
6	20,235	6	24,576
7	22,923	7	28,001
8	25,427	8	30,907
9 or more	30,300	9 or more	37,062
1998		**2003**	
2	10,634	2	12,015
3	13,003	3	14,680
4	16,660	4	18,810
5	19,680	5	22,245
6	22,228	6	25,122
7	25,257	7	28,544
8	28,166	8	31,589
9 or more	33,339	9 or more	37,656
2000		**2004**	
2	11,239	2	12,335
3	13,738	3	15,071
4	17,603	4	19,311
5	20,819	5	22,837
6	23,528	6	25,791
7	26,754	7	29,304
8	29,701	8	32,430
9 or more	35,060	9 or more	38,659

NOTE: Poverty thresholds for 1990, 1994, 1998, 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; and poverty thresholds for 2004 were last revised March 9, 2006.

SOURCE: U.S. Census Bureau, Current Population Survey (CPS), 1990, 1994, 1998, 2000, 2001, and 2004; CPS, 2003 and 2004 Annual Social and Economic Supplements.

Note 1: Commonly Used Variables

Continued

cause SAIPE data are available for all regular operating school districts, while free lunch eligible data are missing for a sizeable number of school districts. Further, the SAIPE poverty data are constructed using consistent methodology while the designation of who is free lunch eligible may differ from school to school. More information about SAIPE is available at http://www.census.gov/hhes/www/saipe/.

Geographic Region

The regional classification system presented below represents the four geographical regions of the United States as defined by the Census Bureau of the U.S. Department of Commerce. In *The Condition of Education 2006*, *indicators 3*, *4*, *5*, *7*, *25*, *36*, *42*, and *44* use the Census Bureau system.

U.S. Census Bureau, 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		

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 U.S. Department of Commerce, Census Bureau 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 21 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).

Family Income

Indicator 29 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

Note 2: The Current Population Survey (CPS)

Continued

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 29*: 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 26 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. Because 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 2005-046).

Indicator 26 uses CPS data to estimate the percentage of civilian, noninstitutionalized young people ages 16 through 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 or "GED"). 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 because 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, the status rate should not be used as an indicator of the performance of U.S. schools because it counts as dropouts individuals who may have never attended a U.S. school.

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 … completed or the highest degree … received?" See the Educational Attainment section below for details of how the second question changed from 1972 to 1992. Beginning in 1986, the 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

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 1972–2004

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	75,400
2004	16,100	77,200

—Not available.

NOTE: Estimates are limited to the study population of high school completers ages 16–24 of the survey year.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulations for 2004 (November 2005).

Note 2: The Current Population Survey (CPS)

Continued

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 26*.

Youth Neither Enrolled nor Working

The March CPS supplement added questions to collect information on the educational enrollment of all respondents as well as their employment status in 1986. To construct the variable for *indicator 21*, all youth ages 16–19 were categorized as being in one of four categories: enrolled in an education institution but not working; working but not enrolled; both enrolled and working; or neither enrolled nor working. Respondents who were unemployed and looking for work as well as those who were unemployed and not in the labor force (i.e., not looking for work) were both considered not working. The category "neither enrolled nor working" used in *indicator 21* comprises the population of youth neither enrolled nor working.

Educational Attainment

Data from CPS questions on educational attainment are used in *indicators 21*, *22*, *29*, and *31*. 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

Note 2: The Current Population Survey (CPS)

Continued

high school equivalency credential would not have been counted as completing 12th grade. The new question counts these individuals as if they are high school completers. Since 1988, an additional question has also asked respondents if they have a high school degree or the equivalent, such as a GED. People who respond "yes" are classified as high school completers. Before 1988, the number of individuals who earned a high school equivalency certificate was small relative to the number of high school graduates, so that the subsequent increase from including equivalency certificate recipients in the total number of people counted as "high school completers" was small in the years immediately after the change was made.

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

College Completion

Some students require more than 4 years to earn an undergraduate degree, so some researchers are concerned that the completion rate, based on the pre-1992 category "4th year or higher of college completed," overstates the number of respondents with a bachelor's degree (or higher). In fact, however, the completion rates among those ages 25–29 in 1992 and 1993 were similar to the completion rates for those in 1990 and 1991, before the change in the question's wording. Thus, there appears to be good reason to conclude that the change has not affected the completion rates reported in *The Condition of Education 2006*.

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 then 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 completed a certificate or some other type of award other than a degree respond to the new

Note 2: The Current Population Survey (CPS)

Continued

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.

Parental Education

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 householder.

Note 3: Other Surveys

American Community Survey (ACS)

The Census Bureau 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 the 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 7 uses data from the ACS for the years 2000–04. For further details on the survey, see http://www.census.gov/acs/www/.

Baccalaureate and Beyond Longitudinal Studies (B&B)

The Baccalaureate and Beyond Longitudinal Studies (B&B) are longitudinal studies of subsamples of bachelor's degree recipients from the samples of students included in the 1992–93 and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:93 and NPSAS:2000). NPSAS, described below, is a periodic, nationally representative cross-sectional study of all students in postsecondary education institutions in the 50 states, the District of Columbia, and Puerto Rico. The B&B subsamples include students who completed a bachelor's degree between July 1 and June 30 of the 1992–93 and 2000–01 NPSAS years. The 1992–93 cohort was followed up in 1994, 1997, and 2003, and the 1999–2000 cohort was followed up in 2001.

The B&B data provide profiles of college graduates, including degree recipients who delayed entry or enrolled sporadically over time as well as those who enrolled in college immediately after completing high school. The first follow-ups (1994 and 2001) of each cohort include comprehensive data on the enrollment, attendance, and demographic characteristics of college graduates and provide a unique opportunity to understand graduates' immediate transitions into work, graduate school, or other endeavors. The 2003 follow-up of the 1992–93 bachelor's degree recipients provides information on their advanced degree participation, labor force experiences, and family formation over a 10-year period.

Estimates from both B&B studies are based on interviews with approximately 10,000 bachelor's degree recipients. The unweighted response rate for the B&B:93/94 interviews was 92 percent. The weighted overall response rate for the B&B:2000/01 interviews was 74 percent, reflecting an institution response rate of 90 percent and a student response rate of 82 percent. Because the B&B:2000/01 study includes a subsample of NPSAS:2000 nonrespondents, the overall study response rate is the product of the NPSAS:2000 institution-level response rate and the B&B:2000/01 student-level response rate. The Internet-based 2003 survey could be self-administered or completed over the telephone with a trained interviewer. The weighted overall response rate for the B&B:93/03 interview was

Note 3: Other Surveys

Continued

74 percent, reflecting a base-year institution response rate of 88 percent and a 2003 follow-up student response rate of 83 percent.

For further information about the B&B methodology studies, see NCES 96-149, NCES 2003-156, NCES 2006-166, and the B&B website at http://nces.ed.gov/surveys/b&b/.

Data from B&B:93/94 and 2000/01 are used in *indicator 37*, and data from B&B:93/03 are used in *indicator 32*.

College Entrance Examination (CEE) Scores

For 1992–93 graduates, SAT mathematics and verbal scores and ACT composite scores were taken from one of three sources in the following order of preference: (1) Educational Testing Service (ETS) or ACT Inc., which administer the tests; (2) the institution the student attended; or (3) the student. For 1999–2000 graduates, the student was not used as a source. ACT composite scores were converted to an estimate of the SAT combined score. *Indicator 37* uses college entrance examination (CEE) score data.

Grade Point Averages

Each student's reported cumulative undergraduate grade point average (GPA) was standardized to a 4.00 scale. For 1992–93 graduates, the GPA was student-reported. For 2000–01 graduates, the institution was the primary source; if the institution did not report this information, the student-reported GPA was used. *Indicator 37* uses GPA data.

Undergraduate Field of Study

Data on the major field of study for the bachelor's degree, used in *indicator 37*, was collapsed as follows:

- *Business/management*. Accounting, finance, secretarial, data processing, business management systems, public administration, marketing/distribution, business support, and international relations
- *Education*. Early childhood, elementary, secondary, special, or physical education; other education; leisure studies; and library archival sciences
- *Humanities*. English, liberal arts, philosophy, theology, art, music, speech drama, art history/fine arts, area studies, African-American studies, ethnic studies, foreign languages, liberal studies, and women's studies
- *Mathematics, computer science, and natural sciences*. Life sciences, natural resources, forestry, biological sciences (including zoology), botany, biophysics, geography, interdisciplinary studies, including biopsychology, environmental studies; physical sciences (including chemistry and physics); mathematics, statistics, computer/information science, computer programming; electrical, chemical, mechanical, civil, or other engineering; engineering technology; and electronics
- *Social sciences*. Psychology, economics, political science, American civilization, clinical pastoral care, social work, anthropology/archaeology, history, and sociology
- *Other*. Nursing, nurse assisting, community/mental health, medicine, physical education/recreation, audiology, clinical health, dentistry, veterinary medicine, health/hospital, public health, dietetics, other/general health, mechanic technology including transportation, protective services, construction, air/other transportation, precision production, other technical/professional, agriculture, agricultural science, architecture, professional city planning, journalism, communications, communications technology, cosmetology, textiles, military science, dental/medical technology, home economics, vocational home economics including child care, law, paralegal, basic/personal skills

Note 3: Other Surveys

Continued

Undergraduate Field of Study

Data on the major field of study for the bachelor's degree, used in *indicator 32,* was collapsed as follows:

- *Arts and humanities*. English, liberal arts, philosophy, theology, art, music, speech/drama, history/fine arts, area studies, African-American studies, ethnic studies, foreign languages, liberal studies, women's studies
- *Business and managemen*t. Accounting, finance, secretarial, data processing, business/management, public administration, marketing/distribution, business support, international relations
- *Education*. Early childhood, elementary, secondary, special, or physical education
- *Health*. Nursing, nurse assisting, community/mental health, medicine, physical education/recreation, audiology, clinical health, dentistry, veterinary medicine, health/hospital, dietetics, other/general health
- *Other*. Mechanic technology (including transportation), protective services, air/other transportation, precision production, agriculture, agricultural science, architecture, professional city planning, journalism, communications, communications technology, cosmetology, military science, dental/medical technology, home economics, vocational home economics (including child care), law, basic/personal skills
- *Science, mathematics, and engineering*. Natural resources, forestry, biological science (including zoology), biophysics, geography, interdisciplinary studies (including biopsychology environmental studies); physical sciences (including chemistry and physics); mathematics, statistics; computer/information science, computer programming; electrical, chemical, mechanical, civil, or other engineering; engineering technology
- *Social and behavioral sciences*. Psychology, economics, political science, American civilization, clinical pastoral care, social work, anthropology/archaeology, history, sociology

Common Core of Data (CCD)

The NCES 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 3, *28*, *35*, *40*, *41*, *42*, and *44* use data from the CCD. Further information about the database is available at http://nces.ed.gov/ccd/.

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 subsequent

Note 3: Other Surveys

Continued

changes in these young people's lives after they leave high school and enroll in college and subsequently enter the workforce or enter the workforce immediately 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. 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.

The first follow-up collected data from cohort members 2 years later when most of them were 12th-graders in the spring 2004. The sample of 12th-graders was also augmented with students who were not sophomores in 2002 (or not in the country) to provide a nationally representative sample of 12th-graders. Special questionnaires were administered to the sophomore cohort members who were no longer in school because they had dropped out or graduated early. A mathematics test was administered to the 12th-graders and their high school transcripts were collected from the schools.

ELS:2002 has 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.

The second follow-up is being administered in the spring of 2006, when many of the 12th-graders are enrolled in college and others have entered the workforce. Data will be collected on the colleges that students applied to, the financial aid offers they received, the colleges they attended, and the financial aid they received while in college.

A third follow-up is tentatively scheduled for the spring of 2010 when many of the sample members who attend college will have graduated.

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.

Indicators 23 and *27* use data from the ELS: 2002. For further details on the survey, see http://nces.ed.gov/surveys/els2002/overview.asp.

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 9*, *10*, and *30* use data from 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

Note 3: Other Surveys

Continued

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 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, and 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 9, *10*, *30*, and *45* use data from the IPEDS. The institutional categories used in the surveys are described in *supplemental note 9*. Further information about IPEDS is available at http://nces.ed.gov/ipeds/.

National Assessment of Adult Literacy (NAAL)

The National Assessment of Adult Literacy (NAAL), conducted by NCES in 2003, and its earlier sister survey, the 1992 National Adult Literacy Survey (NALS), assess the literacy of adults age 16 or older living in households or prisons. Respondents were asked to demonstrate that they understood the meaning of information found in texts they were asked to read.

The assessment defines literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Results are reported on three literacy scales:

- Prose literacy: the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from continuous texts).
- Document literacy: the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats).
- Quantitative literacy: the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials).

Within each of these three literacy scales, respondents were grouped based upon their achievement level. *Below basic* indicates no more than the most simple and concrete literacy skills; *basic* indicates skills necessary to perform simple and everyday literacy activities; *intermediate* indicates skills necessary to perform moderately challenging literacy activities; and *proficient* indicates skills necessary to perform more complex and challenging literacy activities.

To compare results between 1992 and 2003, the 1992 results were rescaled using the criteria and methods established for the 2003 assessment.

Indicator 19 uses information from NAAL and NALS, while *indicator 20* uses information from NAAL only. Further information about NAAL can be found at http://nces.ed.gov/naal/.

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

Note 3: Other Surveys

Continued

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 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. Census Bureau 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 timeframe 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.

Indicator 39 uses data from NCVS. Further information about the survey is available at http://www.census.gov/rodet/www/ncvs.html.

National Household Education Surveys Program (NHES)

The National Household Education Surveys Program (NHES), conducted in 1991, 1993, 1995, 1996, 1999, 2001, 2003, and 2005, 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, then the interview is not completed.

Indicators 2, *11*, *33*, *34*, *36*, and *38* use data from the NHES. Further information about the program is available at http://nces.ed.gov/nhes/.

National Postsecondary Student Aid Study (NPSAS)

The National Postsecondary Student Aid Study (NPSAS) is based on a nationally representative sample of all students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. For NPSAS:04, information was obtained from approximately 80,000 undergraduates and 11,000 graduate or first-professional students from about 1,400 postsecondary institutions. These students represented nearly 19 million undergraduate students, 3 million graduate students, and 300,000 first-professional students who were enrolled at some time between July 1, 2003 and June 30, 2004.

Note 3: Other Surveys

Continued

NPSAS is a comprehensive nationwide study designed to determine how students and their families pay for postsecondary education and to describe some demographic and other characteristics of those enrolled. Students attending all types and levels of institutions are represented, including public and private not-for-profit and for-profit institutions and less-than-2-year institutions, community colleges, and 4-year colleges and universities.

To be eligible for inclusion in the institutional sample, an institution must have satisfied the following conditions: (1) offers an education program designed for persons who have completed secondary education; (2) offers an academic, occupational, or vocational program of study lasting 3 months or longer; (3) offers access to the general public; (4) offers more than just correspondence courses; and (5) is located in the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico.

Part-time and full-time students enrolled in academic or vocational courses or programs at these institutions, and not concurrently enrolled in a high school completion program, are eligible for inclusion in NPSAS. The first NPSAS, conducted in 1986–87, sampled students enrolled in fall 1986. Since the 1989–90 NPSAS, students enrolled at any time during the year have been eligible for inclusion in the survey. This design change provides the opportunity to collect data necessary to estimate full-year financial aid awards.

Unless otherwise specified, all estimates in *The Condition of Education* using data from the NPSAS include students in the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

Each NPSAS survey provides information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families. Following each survey, NCES publishes three major reports: *Student Financing of Undergraduate Education*, *Student Financing of Graduate and First-Professional Education*, and *Profile of Undergraduates in U.S Postsecondary Education Institutions* (all forthcoming; see NCES 2006-184, 2006-185, 2006-186).

Indicators 49 and *50* use data from NPSAS. Further information about the survey is available at http://nces.ed.gov/surveys/npsas/.

National Study of Postsecondary Faculty (NSOPF)

Indicators 46 and *47* use data collected for the National Study of Postsecondary Faculty (NSOPF), which NCES sponsors. NSOPF:04, which collected data in 2003–04, is the fourth data collection of postsecondary faculty and instructional staff at degree-granting institutions, following administrations of NSOPF in 1987–88, 1992–93, and 1998–99. NSOPF:04 covers a wide range of topics pertaining to faculty and instructional staff. The questionnaire administered to faculty and instructional staff focused on the fall 2003 term and included items relating to the nature of employment, academic and professional background, instructional responsibilities and workload, scholarly activities, job satisfaction and opinions, compensation, and sociodemographic characteristics.

Indicator 46 uses data from NSOPF. Further information about NSOPF is available at http://nces.ed.gov/surveys/nsopf/.

Note 3: Other Surveys

Continued

Private School Universe Survey (PSS)

The Private School Universe Survey (PSS) was established in 1988 to ensure that private school data dating back to 1890 would be collected on a more regular basis. With the help of the Census Bureau, 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 2003–04, the survey was sent to 31,848 qualified private schools, and it had a response rate of 94.6 percent.

Indicator 4 uses data from the PSS. Further information on the surveys is available at http://nces.ed.gov/surveys/pss/.

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 two assessments are administered to separate samples of students at separate times, use separate instruments, and measure different educational content. Thus, results from the two assessments should not be compared.

Main NAEP

Indicators 6, *12*, *13*, *14*, *15*, *18*, and *24* are based on the main NAEP. Begun in 1990, the main NAEP periodically assesses students' performance in several subjects in grades 4, 8, and 12, 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. Each round of the main NAEP includes a student assessment and background questionnaires (for the student, teacher, and school) to provide information on instructional experiences and the school environment at each grade.

Before 2002, the main 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 from assessment results prior to 2002.

The content and nature of the main NAEP evolve 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 main NAEP 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 2005, 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 chal-

Note 4: National Assessment of Educational Progress (NAEP)

Continued

lenging 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.

Unlike estimates from other sample surveys presented in this report, NAEP estimates that are unstable (large standard error compared with the estimate) are not flagged as potentially unreliable. This practice for NAEP estimates is consistent with the current output from the NAEP online data analysis tool. The reader should always consult the appropriate standard errors when interpreting these findings. 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, 2003, and 2005 reading and 2003 and 2005 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 12* and *13* present NAEP results with and without accommodations.

Long-Term Trend NAEP

Indicator 16 is based on the long-term trend NAEP and 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.

Note 5: International Assessments

Program for International Student Assessment (PISA)

The *Special Analysis* and *indicator 17* 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 of 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 focuses 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 averages 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 (e.g., hours of instructional time). 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.

Both the *Special Analysis* and *indicator 17* discuss 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 where the solution is not immediately obvious, and where the literacy domains or curricular

Note 5: International Assessments

Continued

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 Educational 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 (often dealing with using charts and graphs), which fits with PISA's emphasis on using materials with a real-world context. For more results from the study, see *Comparing Mathematics Content in the NAEP, TIMSS, and PISA 2003 Assessments* (NCES 2006-029).

Progress in International Reading Literacy Study (PIRLS)

The *Special Analysis* uses data collected as part of the Progress in International Reading Literacy Study (PIRLS) 2001. Designed to be the first in a planned 5-year cycle of international trend studies in reading literacy by the International Association for the Evaluation of Educational Achievement (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. The study, conducted by 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.

For further information on PIRLS, see http://nces.ed.gov/surveys/pirls.

Trends in International Mathematics and Science Study (TIMSS)

The *Special Analysis* uses data collected as part of the Trends in International Mathematics and Science Study (TIMSS). Under the auspices of the IEA, TIMSS 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 again in 2003 in 25 countries at grade 4 and 45 countries at grade 8 so that changes in achievement over time could 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 the concepts in mathematics and science that they have encountered in school.

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

Note 5: International Assessments

Continued

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 at http://nces.ed.gov/timss.)

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 four categories based upon their response rate, detailed in the table below. In the *Special Analysis*, 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.

For further information on TIMSS, see http://nces.ed.gov/timss.

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. ■ 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: ■ 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 ■ 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 ■ 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.

Note 5: International Assessments

Continued

Adult Literacy and Lifeskills Survey (ALL)

The *Special Analysis* also uses data collected as part of the Adult Literacy and Lifeskills Survey (ALL). ALL is a large-scale, international comparative assessment designed to identify and measure a range of skills linked to the social and economic characteristics of individuals across (or within) nations. As our societies become more and more information oriented, it is clear that adults will need a broad set of skills in order to participate effectively in the labor market, in political processes, and in their communities. They will need to be literate and numerate; they will need to be capable problem solvers; and, increasingly, they will need to be familiar with information and communications technologies.

ALL is a household survey. Participants completed approximately 45 minutes of background questions and 60 minutes of assessment items in their homes. In the United States, a nationally representative sample of approximately 4,000 adults ages 16–65 was selected. Each participating country provided a sample that is representative of their adult population as a whole. Data collection for the main study took place between January and June 2003 in the United States.

ALL provides information on the skills and attitudes of adults ages 16–65 in a number of different areas, including the following:

- *Prose and Document Literacy*: the knowledge and skills to understand and use information from texts such as editorials, news stories, poems, and fiction; and the knowledge and skills required to locate and use information contained in various formats such as tables, forms, graphs, and diagrams
- *Numeracy*: the ability to interpret, apply, and communicate mathematical information
- *Analytical Reasoning/Problem Solving*: the ability to solve problems by clarifying the nature of the problem and developing and applying appropriate solution strategies

ALL consists of two components: a background questionnaire designed to collect general participant information; and an assessment of the skills of participants in Prose and Document Literacy, Numeracy, and Analytical Reasoning/Problem Solving. (The United States did not participate in Analytical Reasoning/Problem Solving.)

For further information on ALL, see http://nces.ed.gov/Surveys/ALL/index.asp.

Note 6: International Standard Classification of Education

Levels of Education

Indicators 17 and *43* use the International Standard Classification of Education (ISCED) (OECD 1999) to compare educational systems in different countries. The ISCED is the standard used by many countries to report education statistics to UNESCO and the Organization for Economic Cooperation and Development (OECD). The ISCED divides educational systems into the following seven categories, based on six levels of education.

Education preceding the first level (early childhood education) usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1 to 3 years when it is provided. In the United States, this level includes nursery school and kindergarten.

Education at the first level (primary or elementary education) usually begins at age 5, 6, or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.

Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subject-oriented pattern, using more specialized teachers who conduct classes in their field of specialization. If there is no clear breakpoint for this organizational change, the lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

Education at the third level (upper secondary education) typically begins at age 15 or 16 and lasts for approximately 3 years. In the United States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subject-matter lines, in contrast to the lower secondary level, and teachers typically must have a higher level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education; and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools. *Indicator 17* reports international comparisons of mathematics literacy among 15-year-old students.

Education at the fourth level (postsecondary nontertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the completion of secondary school, typically lasts from 6 months to 2 years, and may be considered as an upper secondary or postsecondary program in a national context. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification. This level of education is included for select countries in *indicator 43*.

Note 6: International Standard Classification of Education

Continued

Education at the fifth level (first stage of tertiary education) includes programs with more advanced content than those offered at the two previous levels. Entry into programs at the fifth level normally requires successful completion of either of the two previous levels.

Tertiary-type A programs provide an education that is largely theoretical and is intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high-skill requirements. Entry into these programs normally requires the successful completion of an upper secondary education; admission is competitive in most cases. The minimum cumulative theoretical duration at this level is 3 years of full-time enrollment. In the United States, tertiary-type A programs include first university programs that last 4 years and lead to the award of a bachelor's degree and second university programs that lead to a master's degree.

Tertiary-type B programs are typically shorter than tertiary-type A programs and focus on practical, technical, or occupational skills for direct entry into the labor market, although they may cover some theoretical foundations in the respective programs. They have a minimum duration of 2 years of full-time enrollment at the tertiary level. In the United States, such programs are often provided at community colleges and lead to an associate's degree.

Education at the sixth level (advanced research qualification) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at levels five and six), although the length of actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

For *indicator 43*, postsecondary education includes the fifth and sixth levels, except as noted.

Note 7: Race/Ethnicity and Socioeconomic Status Measures for High School Seniors

Indicator 23 examines the expectations of 1981–82, 1991–92, and 2003–04 12th-graders by several characteristics. The three surveys used for this indicator differed slightly in how they constructed variables for race/ethnicity and socioeconomic status (SES) and in whether they imputed missing data. This supplemental note describes these survey differences to provide contextual information for the comparisons made between years in *indicator 23*. The surveys are the following:

- High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So: 80/82);
- National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, Student Survey, 1992"; and
- Education Longitudinal Study of 2002 (ELS:02/04), "First Follow-up, Student Survey, 2004."

Educational Expectations

Each of the three surveys asked students: "As things stand now, how far in school do you think you will get?" and gave them a choice of responses. Although the wording of the possible responses was not identical in all three surveys, the responses were collapsed into four broader categories with equivalent meaning: High school diploma or equivalent or less (no postsecondary experience); some college, including vocational/technical (including postsecondary credits but no credentials, certificates, and associate's degrees—i.e., any postsecondary experience less than a bachelor's degree); bachelor's degree; and graduate or first-professional degree.

Race/Ethnicity

The HS&B and the NELS surveys had five categories for race/ethnicity: Hispanic or Latino (of any race) plus four categories among non-Hispanic respondents (White, Black or African American, Asian/Pacific Islander, and American Indian/Alaska Native). The ELS questionnaire also included a sixth category: "more than one race, non-Hispanic." Respondents in the two earlier surveys who would have identified themselves as multiracial presumably chose one of the available categories or did not respond to the question about their race. Therefore, comparing responses of any of the race categories over time may be misleading because of this inconsistency. (The categories "more than one race" and American Indian/Alaska Native categories are not shown separately due to the small number of cases.) The effects of this change in definitions are unknown, but they are likely to be minor: only 4 percent of the weighted ELS:2002 sample were in the "more than one race" category.

Socioeconomic Status

The SES variable was constructed similarly for each of the three surveys, but some differences exist. First, in NELS and ELS, five items were equally weighted to create the composite variable: father's educational attainment, mother's educational attainment, father's occupation, mother's occupation, and family income. However, the HS&B data omitted mother's occupation and used only the other four items to create the SES variable. Second, HS&B relied on student reports for the variables used to create the SES variable, while NELS and ELS used parent reports and substituted student reports when parents' data were unavailable; ELS imputed data that were still missing. Finally, HS&B estimated family income by incorporating both reported income and household belongings, while NELS used data on family income where available and turned to household belongings only if income was not reported. For more information on other differences among the SES-related variables used in the three datasets, see Appendix H of the ELS:02/04 data file documentation, available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006344.

Note 7: Race/Ethnicity and Socioeconomic Status Measures for High School Seniors

Continued

IMPUTATION

In addition to the differences in variable definitions, the ELS data used for *indicator 23* include imputed responses, while data from the NELS and HS&B surveys do not include imputed responses. Imputations are estimates of likely responses for cases where actual responses are missing. Imputations are extrapolated logically from respondents' answers to other items, to the extent possible. When logical inference is not possible, widely accepted statistical methods are used to assign likely responses based on characteristics of the case being imputed and responses from people with similar characteristics. For information on the possible effects of imputation in ELS (including of the SES composite), see appendix C of the ELS:02/04 data file documentation, available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006344.

Note 8: Student Disabilities

Indicator 8 uses data from the U.S. Department of Education's Office of Special Education Programs (OSEP), which collects information on students with disabilities as part of the implementation of the Individuals with Disabilities Education Act (IDEA). OSEP classifies disabilities according to 13 categories. (For more detailed definitions, see http://www.ideadata.org.)

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.

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.

Note 8: Student Disabilities

Continued

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.

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 9: 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 9*, *10*, *30*, *45*, *46*, *47*, and *48*.

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 post-baccalaureate, 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 non-degree-granting; type of financial control; and Title IV-participating versus not Title IV-participating.

Degree-granting institutions offer associate's, bachelor's, master's, doctoral, and/or first-professional degrees that a state agency recognizes or authorizes. *Non-degree-granting* institutions offer other kinds of credentials and exist at all three levels. The number of 4-year non-degree-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, private for-profit 4-year institutions), the number of institutions is small relative to other sectors. Institutions in any of these nine sectors can be degree- or non-degree-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 published in the IPEDS "Completions Survey" (IPEDS-C).

Note 9: Classification of Postsecondary Education Institutions

Continued

Indicator 9 includes 2-year (short for 2-year but less-than-4-year) and 4-year degree-granting institutions in its analysis.

Indicator 30 includes 4-year-and-above degree-granting institutions.

Indicator 45 includes 2-year (short for 2-year but less-than-4-year) and 4-year degree-granting institutions in its analysis.

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. Since it was created, the Carnegie Classification system has been revised four times—in 1976, 1987, 1994, and 2000. The 2000 classification, used in this volume, divides postsecondary institutions into 9 categories, with the 9th category—Specialized Institutions—subdivided into 10 subcategories (see table of definitions on the next page).

The information used to classify institutions into the Carnegie categories comes from survey data. The 2000 version of Carnegie Classifications relied on data from the 1995–96 through 1997–98 "Completions" surveys. These surveys were conducted by the National Center for Education Statistics (NCES) and are included in IPEDS.

The following key provides a guide to the category labels that appear in *indicators 46* and *47*, which use abbreviated versions of the Carnegie Classification labels.

Indicator 46

- Doctoral: includes Doctoral/Research Universities—Extensive and Doctoral/Research Universities—Intensive.
- Master's: includes Master's Colleges and Universities I and II.
- Bachelor's: includes Baccalaureate Colleges—Liberal Arts, Baccalaureate Colleges—General, and Baccalaureate/Associate's Colleges.

Indicator 47

- Doctoral: includes Doctoral/Research Universities—Extensive and Doctoral/Research Universities—Intensive.
- Master's: includes Master's Colleges and Universities I and II.
- Bachelor's: includes Baccalaureate Colleges—Liberal Arts, Baccalaureate Colleges—General, and Baccalaureate/Associate's Colleges.
- Associate's: includes Associate's Colleges.

Note 9: Classification of Postsecondary Education Institutions

Continued

Carnegie Classification Categories (2000 Definitions[1])
Doctoral/Research Universities—Extensive
"These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded 50 or more doctoral degrees per year across at least 15 disciplines."[2]
Doctoral/Research Universities—Intensive
"These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded at least 10 doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall."[2]
Master's Colleges and Universities I
"These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 40 or more master's degrees per year across three or more disciplines."
Master's Colleges and Universities II
"These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 20 or more master's degrees per year."
Baccalaureate Colleges—Liberal Arts
"These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded at least half of their baccalaureate degrees in liberal arts fields."
Baccalaureate Colleges—General
"These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded less than half of their baccalaureate degrees in liberal arts fields."
Baccalaureate/Associate's Colleges
"These institutions are undergraduate colleges where the majority of conferrals are below the baccalaureate level (associate's degrees and certificates). During the period studied, bachelor's degrees accounted for at least 10 percent of undergraduate awards."
Associate's Colleges
"These institutions offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees.[3] This group includes institutions where, during the period studied, bachelor's degrees represented less than 10 percent of all undergraduate awards."
Specialized Institutions
"These institutions offer degrees ranging from the bachelor's to the doctorate, and typically award a majority of degrees in a single field. The list includes only institutions that are listed as separate campuses in the *2000 Higher Education Directory*." They are divided into the following subcategories: • Theological seminaries and other specialized faith-related institutions; • Medical schools and medical centers; • Other separate health profession schools; • Schools of engineering and technology; • Schools of business and management; • Schools of art, music, and design; • Schools of law; • Teachers' colleges; • Other specialized institutions; and • Tribal colleges.

[1] *Carnegie Foundation of Institutions of Higher Education, 2000 Edition* (http://www.carnegiefoundation.org/Classification/index.htm).

[2] Doctoral degrees include Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy in any field.

[3] This group includes community, junior, and technical colleges.

Note 10: Fields of Study for Postsecondary Degrees

The general categories for fields of study used in *indicators 30* and *45* were derived from the 2000 edition of the Classification of Instructional Program (CIP-2000). To facilitate trend comparisons, in some instances further aggregations have been made of some of the CIP-2000 degree fields. These further aggregations are as follows:

Agriculture and natural resources: agriculture, agriculture operations and related sciences; and natural resources and conservation.

Business: business, management, marketing, and related support services; and personal and culinary services.

Communication, journalism, and related programs: communications, journalism, and related programs; and communications technologies/technicians and support services.

Engineering: engineering; engineering technologies/technicians; construction trades; and mechanic and repair technologies/technicians.

Data may differ from previously published figures as data from earlier years have been reclassified when necessary to make them conform to the new taxonomy. Further information about the CIP-2000 is available at http://nces.ed.gov/pubs2002/cip2000/.

Note 11: 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. *Indicators 22, 40, 41, 42, 44*, *48, 49*, and *50* 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 (see below). Also, figures for both the calendar year CPI and the school year CPI can be obtained from the *Digest of Education Statistics, 2004* (NCES 2006-005), 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's salary in 2002. In order to make such a comparison, the 1998 salary must be converted into 2002 constant dollars by multiplying the 1998 salary by a ratio of the 2002 CPI over the 1998 CPI. As a formula, this is expressed as

$$1998 \text{ salary} \times \frac{(2002 \text{ CPI})}{(1998 \text{ CPI})} = \text{1998 salary in 2002 constant dollars}$$

The reader should be aware that there are alternative price indexes to the CPI that could be used to make these adjustments. These alternative adjustments might produce findings that differ from the ones presented here. 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 40, *41*, and *42* examine expenditures for public elementary and secondary education. *Indicator 41* uses two categories of expenditures in its analysis: total expenditures and current expenditures. *Indicator 42* uses six categories of expenditures: 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.

Note 11: Finance

Continued

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.

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 44*, revenue is classified by source (federal, state, or 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 fundraising capability—for example, county or municipal agencies. Intermediate revenue is included in local revenue totals. In *indicator 44*, local revenue is classified as either local property tax revenue or other local revenue.

In *indicator 44*, 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 11: Finance

Continued

The Variation in Expenditures per Student and the Theil Coefficient

Indicator 40 uses the Theil coefficient to measure the variation in expenditures per pupil in the regular public school elementary and secondary schools in the United States.

The Theil coefficient was developed by Henri Theil to measure the amount of information conveyed by a single message that an event has occurred. It was derived from the study of what Theil called the "information concept." If we know an event is likely (i.e., the probability of the event is close to 1.0), then the amount of information conveyed is low (i.e., it is no surprise that the event occurred). But if the probability is low (i.e., near zero), a message saying it occurred provides a significant amount of information. Intuitively, and later rigorously proven by Theil and others, the function of the amount of information conveyed is logarithmic (i.e., h(z) = ln(1/z), where h = information function and z = probability of event).

Having developed the information function as a measure of the amount of information conveyed, Theil then suggested that this information function could also be used as a measure of dispersion. For example, if instructional expenditures per pupil in the nation are relatively close together (i.e., low disparity), then relatively little information would be provided by random draws of the districts (i.e., the $1/z_i$, the probabilities, are high, but the value of the information function, the sum of the logarithms, is low). In contrast, if instructional expenditures per pupil are very dissimilar, then probabilities for drawing a given level of expenditures are lower, and the information gained from a random draw will be high. Thus, the information function can be a measure of dispersion, and a comparison of the values of Theil coefficients for groups within a set (i.e., districts within the nation) will indicate relative dispersion and any variations that may exist among them. The Theil coefficient was subsequently used to measure the trends in variation of a number of items, including expenditures per student (see NCES 2000-020 and Murray, Evans, and Schwab 1998).

The Theil coefficient has a convenient property when the individual units of observation (e.g., school districts) can be aggregated into subgroups (e.g., states): the Theil coefficient for the aggregation of all the individual units of observation can be decomposed into a measure of the variation within the subgroups and a measure of the variation between the subgroups. Hence, in the examination of the variation in instructional expenditures in the United States, the national variation can be decomposed into measures of between-state and within-state variation.

The between-state Theil coefficient, T_B, equals:

$$T_B = \sum_{k=1}^{K} (P_k \overline{X}_k / \overline{X}) \ln(\overline{X}_k / \overline{X})$$

where P_k is the enrollment in state *k*, $X\{bar\}_k$ is the student-weighted mean expenditure per student in state *k*, and X{bar} is the student-weighted mean expenditure per student for the country.

The within-state Theil coefficient, T_W, equals:

$$T_W = \sum_{k=1}^{K} (P_k \overline{X}_k / \overline{X}) T_k$$

where T_k is the Theil coefficient for state *k*.

T_k equals:

$$T_k = \frac{\sum_{j=1}^{J_k} P_{jk} X_{jk} \ln(X_{jk} / \overline{X}_k)}{\sum_{j=1}^{J_k} P_{jk} X_{jk}}$$

where P_{jk} is the enrollment of district *j* in state *k* and X_{jk} is the mean expenditure per student of district *j* in state *k*.

The national Theil coefficient, T, is

$$T = T_W + T_B$$

Note 11: Finance

Continued

Classifications of Expenditures for International Comparisons

Indicator 43 presents international data on public and private expenditures for instructional and noninstructional educational institutions. Instructional educational institutions are educational institutions that directly provide instructional programs (i.e., teaching) to individuals in an organized group setting or through distance education. Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a "one-to-one" basis are not included. Noninstructional educational institutions are educational institutions that provide administrative, advisory, or professional services to other educational institutions, although they do not enroll students themselves. Examples include national, state, and provincial bodies in the private sector; organizations that provide education-related services such as vocational and psychological counseling; and educational research.

Public expenditures refer to the spending of public authorities at all levels. *Total public expenditures* used for the calculation in *indicator 43* correspond to the nonrepayable current and capital expenditures of all levels of the government directly related to education. Expenditures that are not directly related to education (e.g., culture, sports, youth activities, etc.) are, in principle, not included. Expenditures on education by other ministries or equivalent institutions, (e.g., Health and Agriculture) are included. Public subsidies for students' living expenses are excluded to ensure international comparability of the data.

Private expenditures refer to expenditures funded by private sources (i.e., households and other private entities). "Households" mean students and their families. "Other private entities" include private business firms and nonprofit organizations, including religious organizations, charitable organizations, and business and labor associations. Private expenditures comprise school fees; the cost of materials such as textbooks and teaching equipment; transportation costs (if organized by the school); the cost of meals (if provided by the school); boarding fees; and expenditures by employers on initial vocational training. Private educational institutions are considered to be service providers and do not include sources of private funding.

Current expenditures include final consumption expenditures (e.g., compensation of employees, consumption of intermediate goods and services, consumption of fixed capital, and military expenditures), property income paid, subsidies, and other current transfers paid. Capital expenditures include spending to acquire and improve fixed capital assets, land, intangible assets, government stocks, and nonmilitary, nonfinancial assets, as well as spending to finance net capital transfers.

Note 12: Measures of Student Persistence and Progress

Various measures have been developed to provide information about student persistence and progress through elementary and secondary education. Four measures are presented in this report: status dropout rate (*indicator 26*), percentage of sophomores who left without graduating within 2 years (*indicator 27*), the public school averaged freshman graduation rate (*indicator 28*), and the educational attainment of 25- to 29-year-olds (*indicator 31*). The four indicators in this volume that present these measures each employ a different analytic method and dataset to document a different aspect of the complex high school graduation-dropout process. No one data source provides comprehensive information on the graduation and dropout process on an annual basis, but the four indicators presented here complement one another and draw upon the particular strength of their respective data. Each indicator is not without its limitations, however, which makes it critical to have multiple indicators when addressing the question of student persistence. A brief description of the relevant methodology and data used by each indicator follows.

Status Dropout Rate

Indicator 26 reports status dropout rates by race/ethnicity. Status dropout rates measure the extent of the dropout problem for a population and as such can be used to estimate the need for further education and training in that population. This indicator uses Current Population Survey (CPS) data to estimate the percentage of the civilian, noninstitutionalized population ages 16 through 24 who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate), irrespective of when they dropped out. An advantage of using CPS data to compute this status dropout rate is that it can be computed on an annual basis for various demographic subgroups of adults and can report out a national rate that includes dropouts of public and private schools. The disadvantages of using CPS data to compute status dropout rates is that they (1) exclude all military personnel and incarcerated or institutionalized persons and (2) include as dropouts individuals who never attended U.S. schools, including immigrants who did not complete the equivalent of a high school education in their home country.

Sophomores Who Left Without Graduating Within 2 Years

Indicator 27 examines data on public and private high school students who participated in the Education Longitudinal Study (ELS) of 2002. The sophomore class of 2002 was interviewed 2 years later in 2004 and asked about their high school enrollment and graduation status. This indicator shows the percentage of the sophomore class of 2002 who were not in school and had not graduated with a regular diploma or certificate of attendance by spring 2004. The time period of the sophomore base survey was typically between February and June; thus, students who dropped out before that time period would not have been included in the survey. The 1 percent of sophomores who left school and earned a GED certificate or other form of equivalency certificate as of the spring 2 years later were not counted as regular high school graduates in this analysis. An advantage of using ELS data to measure educational persistence is that, compared with other information sources, they provide much more detailed information about the background of the students, as well as their schools and parents. The disadvantages of using ELS data to measure educational persistence is that the survey (1) is conducted only about once per decade, (2) represents only those persons who are still on track for high school completion, and (3) represents the experience of one sophomore cohort (2002), which may or may not be a typical cohort.

Note 12: Measures of Student Persistence and Progress

Continued

Averaged Public School Freshman Graduation Rate

Indicator 28 examines the percentage of public high school students who graduate by using the averaged freshman graduation rate (AFGR). The AFGR is a measure of the percentage of the incoming freshman class that graduates 4 years later. The AFGR is the number of graduates divided by the estimated count of freshmen 4 years earlier as reported through the NCES Common Core of Data (CCD), the survey system based on state education departments' annual administrative records. The estimated count of freshmen is calculated by summing 10th-grade enrollment 2 years before the graduation year, 9th-grade enrollment 3 years before the graduation year, and 8th-grade enrollment 4 years before the graduation year and dividing this amount by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year. Enrollment counts include a proportional distribution of students not enrolled in a specific grade. An advantage of using CCD data to calculate the AFGR is that they are available on an annual basis by state; however, the demographic details are limited. Also, the data neither include students attending private schools nor account for students transferring to and from private schools.

Educational Attainment of 25- to 29-Year-Olds

Indicator 31 examines the percentage of adults just past the age when most would traditionally be expected to complete their postsecondary education. The rate can be reported by race/ethnicity and other demographic variables, and CPS data are used to estimate the percentage of civilian, noninstitutionalized people ages 25 through 29 who are out of high school and who have earned a high school credential (either a diploma or equivalency credential such as a GED). The rate does not differentiate between those who graduated from public schools, graduated from private schools, or who earned a GED. The rate also includes individuals who never attended high school in the United States. An advantage of using CPS data to compute the educational attainment rate is that it can be computed on an annual basis for various demographic subgroups of adults and can report out a national rate that includes public and private schools. A disadvantage of using CPS data to compute the educational attainment rate is that these data exclude all military personnel and incarcerated or institutionalized persons.

Even though these four indicators document different aspects of student persistence, a number of important differences between these indicators should be noted and recognized as likely factors responsible for the divergence between their respective estimates. General differences can be found in the population of interest, definition of outcomes, information source, and data collection timeframe. For example, the four indicators focus on different populations: 16- through 24-year-olds between 1972 and 2004 (*indicator 26*), the sophomore class of 2002 in 2004 (*indicator 27*), the number of graduates in 2002–03 based on the 1999–2000 freshman class (*indicator 28*), and 25- through 29-year-olds between 1971 and 2005 (*indicator 31*). The indicators vary in the outcome measured. For example, *indicator 26* includes both students who earned a regular diploma or a GED certificate, while *indicator 27* does not include GED recipients with high school graduates. The source of information used to construct the indicators also varies. *Indicator 27* is based on student self-reports, while *indicator 28* is produced from the CCD, a survey system based on state education departments' annual administrative records. Another important variation between indicators is the timeframe that each uses. For example, *indicator 27* examines the percentage of sophomores in 2002 who left high school without graduating by 2004, and *indicator 26* examines the per-

Note 12: Measures of Student Persistence and Progress

Continued

centage of all persons ages 16–24 who were no longer in high school and who had not earned a high school credential by 2004, regardless of when they dropped out.

Given such differences, one would not expect to see identical or even similar estimates. In fact, very reasonable differences should be apparent. For example, if one estimate measures only regular diplomas completed on time, it should be smaller than one that is constructed to measure both regular diplomas and GEDs. Once accounting for these methodological differences, the divergence between estimates tends to be in the correct direction and of the right magnitude.

This supplemental note is intended to provide only a brief overview of some of the commonly available data that address the complex issue of high school completion. For more detail on methods used to analyze dropout and graduation rates in these indicators and other related measures of student persistence and progress, see *supplemental notes 2* and *3* and the forthcoming publications by Seastrom et al. (NCES 2006-604; NCES 2006-605) and Laird, DeBell, and Chapman (NCES 2006-085).

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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 1–5. 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 13 is Table S13.

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,*** *select the* ***Annual Reports*** *tab, and then select* ***The Condition of Education****. 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 or tables in the special analysis and in the indicators in sections 1 through 5 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 2005 National Assessment of Educational Progress (see supplemental table 13-3). Males had an average scale score of 239; females had an average scale score of 237. Is the difference of 2 scale points between these two different samples statistically significant? The standard errors of these estimates are both 0.2 (see standard error table S13-3 on the NCES website). Using the formula above, the standard error of the difference is 0.2828. The ratio or *t* statistic of the estimated difference of 2 scale points to the standard error of the difference (0.2360) is 7.07. 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 2005 and that, because the estimated score for males is higher than the estimated score for females, males outperformed females.

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U.S. Student and Adult Performance on International Assessments of Educational Achievement

Table SA1. Standard errors for figure 1: Percentage of 15-year-olds whose parents had a postsecondary education, had high occupational status, and had more than 200 books in the home, by country: 2003

Country	Postsecondary educated parents	High parents' occupation	More than 200 books in the home
International average	**0.5**	**0.5**	**0.5**
Australia	0.8	0.7	0.7
Austria	1.1	1.0	0.9
Belgium	0.8	0.9	0.7
Canada	0.8	0.8	0.6
Denmark	1.3	1.0	1.1
Finland	0.8	0.9	0.8
France	1.1	1.0	1.0
Germany	1.0	0.9	0.9
Greece	1.8	1.6	1.1
Iceland	0.8	0.8	0.8
Ireland	1.2	1.1	0.9
Italy	0.9	0.8	0.7
Netherlands	1.2	1.0	1.3
New Zealand	0.8	0.9	0.7
Norway	1.0	1.0	1.2
Portugal	1.2	1.1	1.1
Spain	1.5	1.0	1.1
Sweden	0.9	0.9	1.0
Switzerland	1.0	1.2	1.1
United States	1.0	1.0	1.1

SOURCE: Hampden-Thompson, G., and Johnston, J.S. (forthcoming). *Variation in the Relationship Between Nonschool Factors and Student Achievement on International Assessments* (NCES 2006-014), table 1. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

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Table SA2. Standard errors for figure 2: Percentage of 15-year-olds who spoke a non-test language, were foreign born, and were from non-two-parent families, by country: 2003

Country	Non-test primary language	Foreign born	Non-two-parent family
International average	**0.4**	**0.3**	**0.5**
Australia	0.7	0.7	0.5
Austria	0.7	0.7	0.8
Belgium	0.8	0.7	0.6
Canada	0.7	1.0	0.5
Denmark	0.5	0.4	1.1
Finland	0.2	0.3	0.8
France	0.7	0.6	0.9
Germany	0.6	0.8	0.7
Greece	0.4	0.7	1.3
Iceland	0.2	0.3	0.9
Ireland	0.5	0.5	0.8
Italy	1.1	0.4	0.6
Netherlands	1.3	1.4	0.9
New Zealand	0.7	0.7	0.9
Norway	0.5	0.5	0.8
Portugal	0.2	1.1	0.8
Spain	1.5	0.4	0.6
Sweden	0.7	0.7	0.8
Switzerland	0.7	0.6	0.8
United States	0.7	0.4	1.1

SOURCE: Hampden-Thompson, G., and Johnston, J.S. (forthcoming). *Variation in the Relationship Between Nonschool Factors and Student Achievement on International Assessments* (NCES 2006-014), table 1. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

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Table SA3. Standard errors for table 2: Average PIRLS reading literacy scores of 4th-graders, by country: 2001

Country	Average score
International average	**0.6**
Argentina	5.9
Belize	4.7
Bulgaria	3.8
Canada (O, Q)	2.4
Colombia	4.4
Cyprus	3.0
Czech Republic	2.3
England	3.4
France	2.4
Germany	1.9
Greece	3.5
Hong Kong SAR	3.1
Hungary	2.2
Iceland	1.2
Iran, Islamic Republic of	4.2
Israel	2.8
Italy	2.4
Kuwait	4.3
Latvia	2.3
Lithuania	2.6
Macedonia, Republic of	4.6
Moldova	4.0
Morocco	9.6
Netherlands	2.5
New Zealand	3.6
Norway	2.9
Romania	4.6
Russian Federation	4.4
Scotland	3.6
Singapore	5.2
Slovak Republic	2.8
Slovenia	2.0
Sweden	2.2
Turkey	3.5
United States	3.8

SOURCE: Ogle, L.T., Sen, A., Pahlke, E., Jocelyn, L., Kastberg, D., Roey, S., and Williams, T. (2003). *International Comparisons in Fourth-Grade Reading Literacy: Findings from the Progress in International Reading Literacy Study (PIRLS) of 2001* (NCES 2003-073), table A1.1. Data from International Association for the Evaluation of Educational Achievement, Progress in International Reading Literacy Study (PIRLS), 2001.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA4. Standard errors for table 3: Average PISA reading literacy scores of 15-year-olds, by country: 2000

Country	Average score
OECD average	**0.6**
OECD countries	
Australia	3.5
Austria	2.4
Belgium	3.6
Canada	1.6
Czech Republic	2.4
Denmark	2.4
Finland	2.6
France	2.7
Germany	2.5
Greece	5.0
Hungary	4.0
Iceland	1.5
Ireland	3.2
Italy	2.9
Japan	5.2
Korea, Republic of	2.4
Luxembourg	1.6
Mexico	3.3
New Zealand	2.8
Norway	2.8
Poland	4.5
Portugal	4.5
Spain	2.7
Sweden	2.2
Switzerland	4.2
United Kingdom	2.6
United States	7.0
Non-OECD countries	
Brazil	3.1
Latvia	5.3
Liechtenstein	4.1
Russian Federation	4.2

SOURCE: Lemke, M., Calsyn, C., Lippman, L., Jocelyn, L., Kastberg, D., Liu, Y.Y., Roey, S., Williams, T., Kruger, T., and Bairu, G. (2001). *Outcomes of Learning: Results From the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy* (NCES 2002-115), table A3.1. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2000.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA5. Standard errors for table 4: Average ALL literacy scores of adults ages 16–65, by country: 2003

Country	Average score
Bermuda	1.3
Canada	0.6
Italy	1.6
Norway	0.8
Switzerland	1.3
United States	1.4

SOURCE: Lemke, M., Miller, D., Johnston, J., Krenzke, T., Alvarez-Rojas, L., Kastberg, D., and Jocelyn, L. (2005). *Highlights From the 2003 International Adult Literacy and Lifeskills Survey (ALL)—(Revised)* (NCES 2005-117rev), table 1, retrieved November 30, 2005, from http://nces.ed.gov/pubs2005/2005117SE.pdf. Data from Statistics Canada and Organization for Economic Cooperation and Development (OECD), Adult Literacy and Lifeskills Survey (ALL), 2003.

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Continued

Table SA6. Standard errors for table 5: Average TIMSS mathematics scores of 4th- and 8th-graders, by country: 2003

Country	Grade 4	Grade 8
International average	**0.8**	**0.5**
Armenia	3.5	3.0
Australia	3.9	4.6
Bahrain	—	1.7
Belgium-Flemish	1.8	2.8
Botswana	—	2.6
Bulgaria	—	4.3
Chile	—	3.3
Chinese Taipei	1.8	4.6
Cyprus	2.4	1.7
Egypt	—	3.5
England	3.7	—
Estonia	—	3.0
Ghana	—	4.7
Hong Kong SAR	3.2	3.3
Hungary	3.1	3.2
Indonesia	—	4.8
Iran, Islamic Republic of	4.2	2.4
Israel	—	3.4
Italy	3.7	3.2
Japan	1.6	2.1
Jordan	—	4.1
Korea, Republic of	—	2.2
Latvia	2.8	3.8
Lebanon	—	3.1
Lithuania	2.8	2.5
Macedonia, Republic of	—	3.5
Malaysia	—	4.1
Moldova, Republic of	4.9	4.0
Morocco	5.1	2.5
Netherlands	2.1	3.8
New Zealand	2.2	5.3
Norway	2.3	2.5
Palestinian National Authority	—	3.1
Philippines	7.9	5.2
Romania	—	4.8
Russian Federation	4.7	3.7
Saudi Arabia	—	4.6
Scotland	3.3	3.7
Serbia	—	2.6
Singapore	5.6	3.6
Slovak Republic	—	3.3
Slovenia	2.6	2.2
South Africa	—	5.5
Sweden	—	2.6
Tunisia	4.7	2.2
United States	2.4	3.3

— Not available.

SOURCE: Gonzales, P., Guzman, J.C., Partelow, L., Pahlke, E., Jocelyn, L., Kastberg, D., and Williams, T. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005-005), tables C1 and C2. Data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2003.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA7. Standard errors for table 6: Average PISA mathematics literacy scores of 15-year-olds, by country: 2003

Country	Average score
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	
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: Lemke, M., Sen, A., Pahlke, E., Partelow, L., Miller, D., Williams, T., Kastberg, D., and Jocelyn, L. (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.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA8. Standard errors for table 7: Average ALL numeracy scores of adults ages 16–65, by country: 2003

Country	Average score
Bermuda	1.5
Canada	0.8
Italy	1.3
Norway	1.0
Switzerland	1.0
United States	1.6

SOURCE: Lemke, M., Miller, D., Johnston, J., Krenzke, T., Alvarez-Rojas, L., Kastberg, D., and Jocelyn, L. (2005). *Highlights From the 2003 International Adult Literacy and Lifeskills Survey (ALL)—(Revised)* (NCES 2005-117rev), table 1, retrieved November 30, 2005, from http://nces.ed.gov/pubs2005/2005117SE.pdf. Data from Statistics Canada and Organization for Economic Cooperation and Development (OECD), Adult Literacy and Lifeskills Survey (ALL), 2003.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA9. Standard errors for table 8: Average TIMSS science scores of 4th- and 8th-graders, by country: 2003

Country	Grade 4	Grade 8
International average	**0.9**	**0.5**
Armenia	4.3	3.5
Australia	4.2	3.8
Bahrain	—	1.8
Belgium-Flemish	1.8	2.5
Botswana	—	2.8
Bulgaria	—	5.2
Chile	—	2.9
Chinese Taipei	1.7	3.5
Cyprus	2.4	2.0
Egypt	—	3.9
England	3.6	—
Estonia	—	2.5
Ghana	—	5.9
Hong Kong SAR	3.1	3.0
Hungary	3.0	2.8
Indonesia	—	4.1
Iran, Islamic Republic of	4.1	2.3
Israel	—	3.1
Italy	3.8	3.1
Japan	1.5	1.7
Jordan	—	3.8
Korea, Republic of	—	1.6
Latvia	2.5	2.9
Lebanon	—	4.3
Lithuania	2.6	2.1
Macedonia, Republic of	—	3.6
Malaysia	—	3.7
Moldova, Republic of	4.6	3.4
Morocco	6.7	2.5
Netherlands	2.0	3.1
New Zealand	2.5	5.0
Norway	2.6	2.2
Palestinian National Authority	—	3.2
Philippines	9.4	5.8
Romania	—	4.9
Russian Federation	5.2	3.7
Saudi Arabia	—	4.0
Scotland	2.9	3.4
Serbia	—	2.5
Singapore	5.5	4.3
Slovak Republic	—	3.2
Slovenia	2.5	1.8
South Africa	—	6.7
Sweden	—	2.7
Tunisia	5.7	2.1
United States	2.5	3.1

— Not available.

SOURCE: Gonzales, P., Guzman, J.C., Partelow, L., Pahlke, E., Jocelyn, L., Kastberg, D., and Williams, T. (2004). *Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (NCES 2005-005), tables C1 and C2. Data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2003.

U.S. Student and Adult Performance on International Assessments of Educational Achievement

Continued

Table SA10. Standard errors for table 9: Average PISA science literacy scores of 15-year-olds, by country: 2003

Country	Average score
OECD average	**0.6**
OECD countries	
Australia	2.1
Austria	3.4
Belgium	2.4
Canada	2.0
Czech Republic	3.4
Denmark	3.0
Finland	1.9
France	3.0
Germany	3.6
Greece	3.8
Hungary	2.8
Iceland	1.5
Ireland	2.7
Italy	3.1
Japan	4.1
Korea, Republic of	3.5
Luxembourg	1.5
Mexico	3.5
Netherlands	3.2
New Zealand	2.4
Norway	2.9
Poland	2.9
Portugal	3.5
Slovak Republic	3.7
Spain	2.6
Sweden	2.7
Switzerland	3.7
Turkey	5.9
United States	3.1
Non-OECD countries	
Hong Kong-China	4.3
Indonesia	3.2
Latvia	3.9
Liechtenstein	4.3
Macao-China	3.0
Russian Federation	4.1
Serbia and Montenegro	3.5
Thailand	2.7
Tunisia	2.6
Uruguay	2.9

SOURCE: Lemke, M., Sen, A., Pahlke, E., Partelow, L., Miller, D., Williams, T., Kastberg, D., and Jocelyn, L. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results from the U.S. Perspective* (NCES 2005-003), table B-17. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

Enrollment Trends by Age

Table S1. Standard errors for the percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2004

	Ages							
October	3–4	5–6	7–13	14–17	18–19	20–24	25–29	30–34
1970	0.73	0.53	0.08	0.27	0.85	0.47	0.33	0.27
1971	0.75	0.49	0.08	0.26	0.84	0.46	0.33	0.29
1972	0.80	0.50	0.08	0.28	0.82	0.45	0.33	0.27
1973	0.78	0.49	0.08	0.28	0.81	0.44	0.32	0.26
1974	0.83	0.43	0.08	0.28	0.80	0.44	0.33	0.29
1975	0.87	0.41	0.08	0.27	0.80	0.44	0.33	0.30
1976	0.90	0.38	0.09	0.27	0.79	0.44	0.33	0.28
1977	0.93	0.38	0.07	0.27	0.80	0.44	0.34	0.30
1978	0.94	0.41	0.09	0.27	0.80	0.43	0.31	0.28
1979	0.95	0.40	0.09	0.28	0.79	0.42	0.31	0.28
1980	0.95	0.40	0.09	0.29	0.80	0.43	0.30	0.27
1981	0.92	0.46	0.09	0.27	0.80	0.42	0.29	0.27
1982	0.96	0.44	0.10	0.29	0.85	0.45	0.31	0.27
1983	0.94	0.42	0.09	0.27	0.86	0.44	0.31	0.27
1984	0.92	0.45	0.09	0.28	0.88	0.45	0.30	0.27
1985	0.94	0.38	0.09	0.27	0.89	0.46	0.30	0.26
1986	0.93	0.40	0.10	0.28	0.90	0.46	0.29	0.25
1987	0.93	0.41	0.07	0.28	0.89	0.48	0.30	0.25
1988	1.01	0.41	0.07	0.30	0.96	0.53	0.31	0.27
1989	1.00	0.44	0.09	0.29	0.95	0.55	0.33	0.26
1990	0.99	0.37	0.06	0.28	0.94	0.54	0.33	0.25
1991	0.96	0.41	0.06	0.27	0.96	0.55	0.34	0.26
1992	0.95	0.41	0.08	0.25	0.96	0.56	0.34	0.26
1993	0.93	0.41	0.07	0.25	0.95	0.56	0.35	0.25
1994	0.87	0.32	0.08	0.22	0.87	0.51	0.33	0.25
1995	0.87	0.34	0.10	0.23	0.85	0.52	0.34	0.24
1996	0.91	0.43	0.15	0.26	0.87	0.55	0.36	0.25
1997	0.92	0.33	0.09	0.22	0.86	0.55	0.36	0.25
1998	0.92	0.37	0.10	0.24	0.84	0.55	0.37	0.27
1999	0.93	0.36	0.11	0.24	0.84	0.54	0.36	0.27
2000	0.93	0.38	0.13	0.25	0.84	0.53	0.37	0.28
2001	0.88	0.37	0.12	0.24	0.83	0.53	0.38	0.28
2002	0.89	0.37	0.12	0.22	0.83	0.52	0.37	0.27
2003	0.85	0.40	0.12	0.21	0.80	0.50	0.34	0.26
2004	0.85	0.37	0.12	0.21	0.80	0.49	0.35	0.26

SOURCE: U.S. Department of Education, National Center for Education Statistics. (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 7. Data from U.S. Department of Commerce, U.S. Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2004.

Enrollment in Early Childhood Education Programs

Table S2. Standard errors for the percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by poverty status: Various years, 1991–2005

Poverty status	1991	1993	1995	1996	1999	2001	2005
Total	**0.9**	**0.8**	**1.0**	**0.7**	**0.6**	**0.6**	**0.8**
Poor	1.8	1.8	2.2	2.3	2.2	2.3	2.7
Nonpoor	1.0	1.0	1.0	1.0	0.8	0.7	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Early Childhood Program Participation Survey of the 1995 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, Early Childhood Program Participation Survey of the 2001 NHES, and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

Trends in Private School Enrollments

Table S4. Standard errors for the percentage distribution of private school students in kindergarten through grade 12, by school type: 1989–90 and 2003–04

Type of school	1989–90	2003–04
Roman Catholic		
Total	0.3	0.3
Parochial	0.2	0.2
Diocesan	0.1	0.1
Private	0.1	0.1
Other religious		
Total	0.3	0.3
Conservative Christian	0.2	0.2
Affiliated	0.2	0.1
Unaffiliated	0.3	0.2
Nonsectarian	0.3	0.4

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), table C-7 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04.

Racial/Ethnic Distribution of Public School Students

Table S5. Standard errors for the percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Fall 1972 and 2004

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
2004					
White	0.3	0.7	0.6	0.6	0.7
Black	0.3	0.6	0.5	0.5	0.4
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, Census Bureau, Current Population Survey (CPS), October Supplement, 1972 and 2004, previously unpublished tabulation (September 2005).

Concentration of Enrollment by Race/Ethnicity and Poverty

Table S6. Standard errors for the percentage distribution of 4th-graders by their race/ethnicity and the percentage of students in the school eligible for a free or reduced-price lunch: 2005

	Percentage of students in the school eligible for free or reduced-price lunch				
Race/ethnicity	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
White	0.7	0.8	0.8	0.5	0.3
Black	0.4	0.5	1.0	1.2	1.2
Hispanic	0.4	0.4	0.8	1.3	1.4
Asian/Pacific Islander	2.1	1.4	1.5	1.1	1.2
American Indian	0.7	1.0	1.7	2.6	2.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

Language Minority School-Age Children

Table S7. 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, 1979–2004

Language ability	1979	1989	1992	1995	1999	2000	2001	2002	2003	2004
Spoke a language other than English at home	0.5	0.6	0.5	0.5	0.5	0.2	0.1	0.1	0.1	0.1
Spoke a language other than English at home and spoke English with difficulty	0.5	0.6	0.6	0.6	0.6	0.1	0.1	0.1	0.1	0.1

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement and American Community Survey (ACS), 2000–04, previously unpublished tabulations (November 2005).

Participation in Adult Education

Table S11. Standard errors for the percentage of population age 16 or older who participated in adult education activities, by type of activity: Selected years, 1995–2005

Type of activity	1995	1999	2001	2005
Overall participation	0.5	0.7	0.5	0.7
Work-related courses	0.4	0.6	0.5	0.6
Personal interest courses	0.3	0.6	0.5	0.7
Part-time college or university degree programs	0.2	0.4	0.2	0.3
Other activities	0.1	0.3	0.3	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 1995, 1999, and 2005 National Household Education Surveys Program (NHES) and Adult Education and Lifelong Learning Survey of the 2001 NHES, previously unpublished tabulation (January 2006).

Reading Performance of Students in Grades 4 and 8

Table S12. Standard errors for the average reading scores for 4th-, 8th-, and 12th-graders: Various years, 1992–2005

Grade	1992[1]	1994[1]	1998[1]	1998	2000	2002	2003	2005
Grade 4	0.9	1.0	0.8	1.1	1.3	0.4	0.3	0.2
Grade 8	0.9	0.8	0.8	0.8	†	0.4	0.3	0.2
Grade 12	0.6	0.7	0.7	0.6	†	0.7	†	†

† Not applicable.

[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, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments, previously unpublished tabulation (November 2005).

Mathematics Performance of Students in Grades 4 and 8

Table S13. Standard errors for the average mathematics scores for 4th-, 8th-, and 12th-graders: Various years, 1990–2005

Grade	1990[1]	1992[1]	1996[1]	1996	2000	2003	2005
Grade 4	0.9	0.7	0.9	1.0	0.9	0.2	0.1
Grade 8	1.3	0.9	1.1	0.9	0.8	0.3	0.2
Grade 12	1.1	0.9	1.0	1.0	0.9	†	†

† Not applicable.

[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, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments, previously unpublished tabulation (November 2005).

Trends in the Achievement Gaps in Reading and Mathematics

Table S14a. Standard errors for the differences in White-Black and White-Hispanic 4th- and 8th-grade average reading and mathematics scores: Various years, 1990–2005

Subject, race/ethnicity, and grade	1990	1992	1994	1996	1998	2000	2002	2003	2005
Reading									
White-Black gap									
Grade 4	†	2.1	2.2	†	2.2	2.1	0.6	0.5	0.4
Grade 8	†	2.0	2.1	†	1.5	†	0.9	0.5	0.5
White-Hispanic gap									
Grade 4	†	2.9	3.6	†	3.3	3.1	1.4	0.6	0.5
Grade 8	†	2.0	1.5	†	1.9	†	0.9	0.7	0.5
Mathematics									
White-Black gap									
Grade 4	2.0	1.6	†	1.8	†	1.5	†	0.4	0.3
Grade 8	3.0	1.7	†	2.2	†	1.5	†	0.6	0.4
White-Hispanic gap									
Grade 4	2.4	1.7	†	2.1	†	1.7	†	0.5	0.3
Grade 8	4.5	1.5	†	2.0	†	1.6	†	0.7	0.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Reading and Mathematics Assessments, previously unpublished tabulation (December 2005).

Table S14b. Standard errors for the changes in the 4th-grade average reading scores between 1992 and 2005 and in the 4th-grade average mathematics scores between 1990 and 2005, by race/ethnicity and percentile

Race/ethnicity and percentile	Reading difference from 1992–2005	Mathematics difference from 1990–2005
White		
10th percentile	2.3	2.1
25th percentile	1.3	1.0
75th percentile	1.2	2.1
90th percentile	1.7	1.4
Black		
10th percentile	3.7	2.9
25th percentile	3.2	2.4
75th percentile	2.5	2.2
90th percentile	3.9	1.5
Hispanic		
10th percentile	4.8	2.6
25th percentile	3.8	5.1
75th percentile	2.5	3.9
90th percentile	4.7	5.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Reading and Mathematics Assessments, previously unpublished tabulation (December 2005).

Poverty and Student Mathematics Achievement

Table S15. Standard errors for the average mathematics score of public school 4th-graders, by whether the student was eligible for free or reduced-price lunch and the percentage of students in the school eligible for free or reduced-price lunch: 2005

Student characteristic	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	**0.3**	**0.4**	**0.3**	**0.3**	**0.3**
Student eligibility for free or reduced-price lunch					
Eligible	1.3	0.7	0.3	0.4	0.3
Not eligible	0.3	0.4	0.3	0.5	0.9

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

Reading and Mathematics Score Trends by Age

Table S16. Standard errors for the average reading and mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age: Various years, 1971 through 2004

Age	1971	1973	1975	1978	1980	1982	1984	1986	1988	1990	1992	1994	1996	1999	2004
Reading															
9-year-olds	1.0	†	0.7	†	1.0	†	0.8	†	1.1	1.2	0.9	1.2	1.0	1.3	1.1
13-year-olds	0.9	†	0.8	†	0.9	†	0.6	†	1.0	0.8	1.2	0.9	1.0	1.0	1.0
17-year-olds	1.2	†	0.8	†	1.2	†	0.8	†	1.0	1.1	1.1	1.3	1.1	1.3	1.2
Mathematics															
9-year-olds	†	0.8	†	0.8	†	1.1	†	1.0	†	0.8	0.8	0.8	0.8	0.8	0.9
13-year-olds	†	1.1	†	1.1	†	1.1	†	1.2	†	0.9	0.9	1.0	0.8	0.8	1.0
17-year-olds	†	1.1	†	1.0	†	0.9	†	0.9	†	0.9	0.9	1.0	1.2	1.0	0.8

† Not applicable.

SOURCE: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-1 and 2-4. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1971–2004 Long-Term Trend Reading and Mathematics Assessments.

International Comparisons of Mathematics Literacy

Table S17. 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	
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.

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

Table S18. Standard errors for the percentage of students performing at or above Basic and at or above Proficient in science, by grade: 1996, 2000, and 2005

	Grade 4			Grade 8			Grade 12		
Achievement level	1996	2000	2005	1996	2000	2005	1996	2000	2005
At or above Basic	1.4	1.2	0.4	1.0	1.2	0.4	1.0	1.2	0.8
At or above Proficient	1.0	0.9	0.4	0.9	1.0	0.3	0.8	0.9	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, previously unpublished tabulation (January 2006).

Trends in Adult Literacy

Table S19. Standard errors for the average prose, document, and quantitative literacy scores of adults age 16 or older, by educational attainment: 2003

Educational attainment	Prose	Document	Quantitative
Total	**1.3**	**1.2**	**1.2**
Less than high school	2.3	2.4	2.1
High school diploma or equivalent	1.1	1.3	1.4
Some college	1.5	1.3	1.4
Bachelor's degree or higher	1.8	1.4	1.2

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL), previously unpublished tabulation (December 2005).

Adult Reading Habits

Table S20. Standard errors for the percentage of adults age 16 or older who read newspapers or magazines, books, or letters and notes daily and who had 25 or more books in the home, by educational attainment: 2003

Educational attainment	Newspapers or magazines	Books	Letters and notes	25 or more books in the home
Less than high school	1.1	1.0	1.1	1.2
High school diploma or equivalent	1.0	0.8	1.2	0.7
Some college	1.0	1.0	1.0	0.4
Bachelor's degree or higher	1.1	1.2	1.1	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL), previously unpublished tabulation (December 2005).

Youth Neither in School nor Working

Table S21. Standard errors for the percentage of youth ages 16–19 who were neither enrolled in school nor working, by race/ethnicity: Selected years, 1986–2005

Race/ethnicity	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003	2004	2005
Total	**1.78**	**1.78**	**1.89**	**1.93**	**1.89**	**1.91**	**1.88**	**1.84**	**1.10**	**1.11**	**1.11**	**1.10**
White	1.62	1.56	1.72	1.69	1.68	1.70	1.63	1.55	0.97	0.97	1.00	0.96
Black	1.69	1.72	1.66	1.88	1.71	1.70	1.57	1.70	1.44	1.45	1.31	1.38
Hispanic	2.36	2.50	2.65	2.43	2.57	2.46	2.65	2.47	1.37	1.37	1.46	1.45

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1986–2005, previously unpublished tabulation (October 2005).

Annual Earnings of Young Adults

Table S22. Standard errors for the median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment: Selected years, 1980–2004

[In constant 2004 dollars]

Educational attainment	1980	1985	1990	1995	2000	2001	2002	2003	2004
Total	**$220**	**$240**	**$240**	**$180**	**$160**	**$150**	**$150**	**$140**	**$150**
Less than high school	670	950	490	400	490	420	420	410	360
High school diploma or equivalent	410	280	310	260	280	250	240	240	230
Some college	430	440	450	450	420	250	250	230	230
Bachelor's degree or higher	560	510	500	730	360	320	650	790	980

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

Postsecondary Expectations of 12th-Graders

Table S23. Standard errors for the percentage of 12th-graders who expected to attain a bachelor's degree or attend graduate/professional school, by family socioeconomic status (SES): 1981–82, 1991–92, and 2003–04

Family SES	1981–82	1991–92	2003–04
Bachelor's degree			
Low SES	0.89	1.21	1.17
Middle SES	1.01	0.84	0.72
High SES	1.31	1.17	1.01
Graduate or professional school			
Low SES	0.60	1.21	0.85
Middle SES	0.62	0.73	0.66
High SES	1.58	1.27	1.09

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "First Follow-up, Student Survey, 1982, Data Analysis System"; National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, Student Survey, 1992"; and Education Longitudinal Study of 2002 (ELS:02/04), "First Follow-up, Student Survey, 2004"; previously unpublished tabulations (October 2005).

Student Absenteeism

Table S24. Standard errors for the percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: 1994 and 2005

	1994		2005	
Days absent	Grade 4	Grade 8	Grade 4	Grade 8
0	0.7	0.8	0.2	0.2
1–2	0.6	0.7	0.2	0.2
3–4	0.5	0.6	0.1	0.1
5 or more	0.3	0.4	0.1	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2005 Reading Assessments, previously unpublished tabulation (December 2005).

Grade Retention

Table S25. Standard errors for the percentage of youth ages 16–19 who had ever been retained in a grade in their school career, by current enrollment status: 1995, 1999, and 2004

Enrollment status	1995	1999	2004
Total	**1.2**	**1.1**	**1.1**
Completed high school	0.8	1.5	0.7
Enrolled in high school	1.3	1.2	1.2
Dropped out of school	1.5	1.5	1.5

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1995, 1999, and 2004, previously unpublished tabulation (December 2005).

Status Dropout Rates by Race/Ethnicity

Table S26. Standard errors for the dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2004

		Race/ethnicity		
Year	Total	White	Black	Hispanic
1972	0.28	0.29	1.07	2.22
1973	0.27	0.28	1.06	2.24
1974	0.27	0.28	1.05	2.08
1975	0.27	0.27	1.06	2.02
1976	0.26	0.28	1.01	2.01
1977	0.27	0.28	1.00	2.02
1978	0.27	0.28	1.00	2.00
1979	0.27	0.28	1.01	1.98
1980	0.26	0.27	0.97	1.89
1981	0.26	0.27	0.93	1.80
1982	0.27	0.29	0.98	1.93
1983	0.27	0.29	0.97	1.93
1984	0.27	0.29	0.92	1.91
1985	0.27	0.29	0.92	1.93
1986	0.27	0.28	0.90	1.88
1987	0.28	0.30	0.91	1.84
1988	0.30	0.32	1.00	2.30
1989	0.31	0.32	0.98	2.19
1990	0.29	0.30	0.94	1.91
1991	0.30	0.31	0.95	1.93
1992	0.28	0.29	0.95	1.86
1993	0.28	0.29	0.94	1.79
1994	0.26	0.27	0.75	1.16
1995	0.27	0.28	0.74	1.15
1996	0.27	0.26	0.75	1.13
1997	0.27	0.28	0.80	1.11
1998	0.27	0.28	0.81	1.12
1999	0.26	0.27	0.77	1.11
2000	0.26	0.26	0.78	1.08
2001	0.25	0.26	0.71	1.06
2002	0.24	0.24	0.70	0.93
2003	0.23	0.24	0.69	0.90
2004	0.23	0.24	0.70	0.89

NOTE: Some standard errors are revised from previous publications.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2004* (NCES 2006-085), table B-7. Data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004.

High School Sophomores Who Left Without Graduating Within 2 Years

Table S27. Standard errors for the percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by parents' education

Parents' education	Percent
All sophomores	**0.4**
Less than high school	1.7
High school diploma or equivalent	0.8
Some college	0.5
Bachelor's degree or higher	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

Immediate Transition to College

Table S29. Standard errors for the actual and trend rates of high school completers who were enrolled in college the October immediately after completing high school, by race/ethnicity: 1972–2004

	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
2004	1.57	3.77	4.76

NOTE: Standard errors are not available for trend rates, which are projections from model fitting by logistically regressing the college enrollment likelihood on the year factor.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation for 2004 (November 2005).

Educational Attainment

Table S31. 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 1971–2005

	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
2004	0.27	0.26	0.76	0.75	0.39	0.49	1.20	0.73	0.36	0.49	0.90	0.48
2005	0.27	0.26	0.79	0.74	0.39	0.49	1.17	0.72	0.36	0.48	0.89	0.48

NOTE: Some standard errors are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

Advanced Degree Completion Among Bachelor's Degree Recipients

Table S32. Standard errors for the percentage of 1992–93 bachelor's degree recipients who had earned an advanced degree by 2003, by bachelor's degree field of study and highest degree attained

Field of study	Master's degree	First-professional degree	Doctoral degree	Total
Total	**0.6**	**0.3**	**0.2**	**0.7**
Science, math, and engineering	1.4	0.8	0.8	1.7
Social and behavioral sciences	1.5	0.7	0.5	1.5
Education	1.8	0.4	0.5	1.8
Arts and humanities	1.9	0.7	0.4	2.0
Health	2.1	0.5	0.3	2.0
Business and management	1.4	0.5	0.1	1.5
Other	1.4	0.7	0.3	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), previously unpublished tabulation (September 2005).

Early Literacy Activities

Table S33. Standard errors for the percentage of prekindergarten children ages 3–5 who participated in home literacy activities with a family member three or more times in the preceding week, by poverty status: 1993 and 2005

	Read to		Told a story		Taught letters, words, or numbers		Taught songs or music	
Poverty status	1993	2005	1993	2005	1993	2005	1993	2005
Poor	1.6	1.9	1.8	2.7	2.0	2.1	2.1	2.4
Near-poor	1.5	1.7	1.6	2.2	1.6	2.2	1.3	2.3
Nonpoor	0.8	0.7	1.3	1.3	1.1	1.2	1.3	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES) and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

Afterschool Activities

Table S34. Standard errors for the percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by poverty status: 2005

	Poverty status		
Activity	Poor	Near-poor	Nonpoor
Academic activities	0.7	0.6	0.4
Arts	1.0	0.9	0.7
Clubs	0.5	0.5	0.5
Community service	0.5	0.7	0.5
Religious activities	1.3	1.0	0.7
Scouts	0.6	0.6	0.6
Sports	1.3	1.1	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Parental Choice of Schools

Table S36. Standard errors for the percentage distribution of students in grades 1–12, by type of school: 1993 and 2003

Type of school	1993	2003	Percentage point difference	Percent change
Public, assigned	0.40	0.55	0.68	0.01
Public, chosen	0.35	0.43	0.56	0.03
Private, church-related	0.30	0.34	0.45	0.05
Private, not church-related	0.11	0.16	0.20	0.07

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES), School Safety and Discipline Survey of the 1993 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulations (May 2004).

Elementary/Secondary School Teaching Among Recent College Graduates

Table S37. Standard errors for the percentage of 1992–93 and 1999–2000 bachelor's degree recipients who had taught in a K–12 school and who had prepared to teach but not taught, by college entrance examination score: 1994 and 2001

	Had taught	Had prepared to teach but not taught	Total
Total			
1994	**0.4**	**0.3**	**0.6**
2001	**0.4**	**0.2**	**0.4**
College entrance examination score level			
Lowest			
1994	0.8	0.7	1.0
2001	1.2	0.6	1.2
Middle			
1994	0.5	0.4	0.6
2001	0.6	0.3	0.6
Highest			
1994	0.6	0.5	0.8
2001	0.8	0.2	0.8

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

Parents' Attitudes Toward Schools

Table S38. Standard errors for the percentage of children in grades 3–12 whose parents were very satisfied with their schools, by poverty status: 1993, 1999, and 2003

Poverty status	1993	1999	2003
Poor	1.41	1.41	2.02
Near-poor	1.24	1.05	1.45
Nonpoor	0.72	0.79	0.91

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Safety and Discipline Survey of the 1993 National Household Education Surveys Program (NHES), Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulation (August 2005).

School Violence and Safety

Table S39. 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: 1992–2003

		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
2003	2.7	2.3	1.0

SOURCE: DeVoe, J.F., Peter, K., Noonan, M., Snyder, T.D., and Baum, K. (2005). *Indicators of School Crime and Safety: 2005* (NCES 2006-001/NCJ 210697), table S2.1. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2003.

Instructional Faculty and Staff Who Teach Undergraduates

Table S46. Standard errors for the percentage of full-time instructional faculty and staff in doctoral, master's, and bachelor's degree-granting institutions who taught at least one undergraduate class for credit or who taught only undergraduate classes for credit, by academic rank: Fall 2003

	Taught at least one undergraduate class for credit				Taught only undergraduate classes for credit			
Academic rank	All	Doctoral	Master's	Bachelor's	All	Doctoral	Master's	Bachelor's
Total	**0.49**	**0.72**	**0.65**	**0.43**	**0.57**	**0.75**	**1.09**	**0.91**
Professor	0.84	1.15	1.11	0.60	1.04	1.30	2.64	1.63
Associate professor	1.05	1.42	1.41	0.68	1.24	1.44	2.00	1.50
Assistant professor	0.88	1.38	1.14	0.56	0.97	1.39	1.66	1.57
Instructor	1.19	2.10	1.40	2.31	1.70	2.51	2.57	2.43
Lecturer	1.36	2.05	2.09	1.90	1.76	2.38	3.78	5.74

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (September 2005).

Distance Education by Postsecondary Faculty

Table S47. Standard errors for the percentage of instructional faculty and staff who taught distance education courses, by type of institution and employment status: Fall 2003

Type of institution	Full-time	Part-time
Total	**0.3**	**0.4**
Public doctoral	0.3	0.8
Private not-for-profit doctoral	0.4	1.0
Public master's	0.9	1.1
Private not-for-profit master's	1.1	1.5
Private not-for-profit bachelor's	0.8	1.5
Public associate's	1.2	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (November 2005).

Total and Net Access Price of Attending a Postsecondary Institution

Table S49. Standard errors for the average total price, loans, grants, and net access price for full-time, full-year dependent undergraduates, by type of institution: 1989–90, 1999–2000, and 2003–04.

[In constant 2003–04 dollars]

Type of institution, price, and aid	1989–90	1999–2000	2003–04
Public 2-year			
Total price	**$160**	**$120**	**$200**
Loans	40	60	50
Grants	50	120	70
Net price	190	220	170
Public 4-year			
Total price	**90**	**110**	**120**
Loans	30	50	60
Grants	40	40	40
Net price	90	100	90
Private not-for-profit 4-year			
Total price	**450**	**400**	**370**
Loans	70	170	190
Grants	120	170	230
Net price	370	490	460
Private for-profit less-than-4-year			
Total price	**320**	**440**	**580**
Loans	130	520	520
Grants	100	120	280
Net price	290	360	310

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).

Federal Grants and Loans to Undergraduate Students

Table S50. Standard errors for the percentage of full-time, full-year undergraduates who received federal loans and grants, and the average percentage of federal aid received as loans, for all undergraduates and low-income dependent undergraduates: 1992–93, 1999–2000, and 2003–04

	1992–93	1999–2000	2003–04
All undergraduates			
Percent with federal loans	0.6	0.7	0.5
Percent with federal grants	0.4	0.7	0.3
Loans as percent of federal aid	0.8	0.5	0.3
Low-income dependent undergraduates			
Percent with federal loans	1.6	1.5	1.0
Percent with federal grants	1.4	1.0	0.9
Loans as percent of federal aid	1.1	1.1	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:93, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).

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A

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.

Alternative schools: Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. Although these schools fall outside the categories of regular, special education, and vocational education, they may provide similar services or curriculum. Some examples of alternative schools are schools for potential dropouts; residential treatment centers for substance abuse (if they provide elementary or secondary education); schools for chronic truants; and schools for students with behavioral problems. About 6 percent of schools in The NCES Common Core of Data (CCD) files are alternative schools.

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

College entrance examination score: Graduates' SAT combined score, derived as either the sum of SAT verbal and mathematics scores or ACT composite score converted to an estimated SAT combined score.

Combined school: 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.

Constant dollars: Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

Consumer price index (CPI): This price index measures the average change in the cost of a fixed-market basket of goods and services purchased by consumers.

Current expenditures: Expenditures for operating local public schools, excluding capital outlay and interest on debt. These expenditures include such items as salaries for school personnel, fixed charges, student transportation, books and materials, and energy costs. Expenditures for state administration are excluded.

D

Dependent student: (See Financial dependency.)

Diocesan school: A private Catholic school serving students in one or more of grades K–12 that is the domain of a bishop.

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Doctor's degree: An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctor's degrees are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D.Eng. or D.E.S.). Many doctor's degrees in both academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading. (See First-professional degree.)

Doctoral institutions: Includes 4-year postsecondary institutions that award at least a doctoral or first-professional degree in one or more programs.

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 Longitudinal dropout rate and Status dropout rate.)

E

Educational attainment: The highest level of schooling attended and completed.

Elementary school: An elementary/secondary school with one or more of grades 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.

Enrollment: The total number of students registered in a given school unit at a given time, generally in the fall of a year.

Expenditures: Charges incurred, whether paid or unpaid, that are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For postsecondary institutions, these include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions, other than retirement of debt, investment in securities, extension of credit, or as agency transactions. Also, government expenditures include only external transactions, such as the provision of prerequisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

Expenditures per pupil: Charges incurred for a particular period of time divided by a student unit of measure, such as enrollment, average daily attendance, or average daily membership.

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F

Financial dependency: For purposes of determining eligibility for federal student aid, students are normally considered financially dependent on their parents or guardians (regardless of the amount of support actually provided) unless they meet one of the criteria for independence. A student is considered to be independent if he or she is age 24 or older, a veteran of the U.S. Armed Forces, enrolled in a graduate or professional program beyond a bachelor's degree, married, an orphan or ward of the court, or has legal dependents other than a spouse. Students under 24 who do not meet any of these conditions but are receiving no parental support may be classified as independent by campus financial aid officers using their professional judgment. Most undergraduates under 24 are considered dependent.

First-professional degree: An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. First-professional degrees may be awarded in the following 10 fields: chiropractic (D.C. or D.C.M.), osteopathic medicine (D.O.), dentistry (D.D.S. or D.M.D.), pharmacy (Pharm.D.), law (L.L.B. or J.D.), podiatry (D.P.M., D.P., or Pod.D.), medicine (M.D.), theology (M.Div., M.H.L., B.D., or Ordination), optometry (O.D.), and veterinary medicine (D.V.M.).

Four-year institution: Denotes a postsecondary institution that can award a bachelor's degree or higher.

Full-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load equal to at least 75 percent of the normal full-time courseload.

Full-time-equivalent (FTE) enrollment: For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of part-time students as reported by institutions. In the absence of an equivalent reported by an institution, the FTE enrollment is estimated by adding one-third of part-time enrollment to full-time enrollment.

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.

Grade point average (GPA): Student's cumulative undergraduate grade point average (GPA) standardized to a 4.00-point scale.

Graduate: An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Grants: This term can have one of two possible meanings. In this publication, grants most commonly refer to funds awarded to an individual by a college, an agency, or another institution to attend postsecondary education. Grants, also known as scholarships, do not have to be repaid. Grants may also refer to funds provided

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by the federal or state government or some other institution to other agencies to support the delivery of services, undertake research or another innovative activity, or provide other beneficial services.

Gross domestic product (GDP): Gross national product less net property income from abroad. Both gross national product (GNP) and gross domestic product (GDP) aggregate only the incomes of residents of a nation, corporate and individual, derived directly from the current production of goods and services by 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

Head Start programs: Head Start programs are federally sponsored preschool programs primarily for children from low-income families.

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 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.

I

Independent student: (See Financial dependency.)

Industrialized country: A country with a market economy comprising a significant portion of world production and trade markets.

Instructional expenditures (elementary/secondary): Current expenditures for activities directly associated with the interaction between teachers and students. These include teacher salaries and benefits, supplies (such as textbooks), and purchased instructional services.

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

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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.

Loan: Borrowed money that must be repaid.

Longitudinal dropout rate: The longitudinal dropout rate is the percentage of students in a nationally representative cohort of students selected at some grade level in school at a certain point in the school year who have left school and not graduated with a diploma or certificate of graduation as of a certain later time. One example of a longitudinal dropout rate is the percentage of high school freshmen enrolled in spring 2002 who dropped out 2 years later as of spring 2004. (See Dropout and Status dropout rate.)

M

Master's degree: A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program—for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree—for example, the Master of Laws (LL.M.) and Master of Science (M.S.) in various medical specializations.

Mathematics 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.

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.

Nonresident alien: A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Nursery school: A separately organized and administered elementary school for groups of children during the year or years preceding kindergarten, which provides educational experiences under the direction of professionally qualified teachers.

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O

Organization for Economic Cooperation and Development (OECD): The OECD is an organization of 30 nations (as of 2002) whose purpose is to promote trade and economic growth in both member and nonmember nations. OECD's activities cover almost all aspects of economic and social policy. The current member countries include Australia, Austria, Belgium, Canada, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

P

Parochial school: A private Catholic school serving students in one or more grades K–12 that is the domain of a local church parish.

Part-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load less than 75 percent of the normal full-time credit load.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs with an academic, vocational, and continuing professional education purpose and excludes vocational and adult basic education programs. (See also *supplemental note 9*.)

Poverty: A set of money-income thresholds determined by the Census Bureau that vary by family size and composition. If a family's total income is less than that family's threshold, then that family, and every individual in it, is considered to be poor.

Prekindergarten: Public preprimary education for children ages 3–4 (ages 3–5 in some states) who have not yet entered kindergarten. It may offer a program of general education or special education and, in some states, may be part of a collaborative effort with Head Start. Private preprimary educational programs are typically referred to as "center-based programs."

Preschool: A beginning group or class enrolling children younger than 5 years of age and organized to provide educational experience under professionally qualified teachers in cooperation with parents during the year or years immediately preceding kindergarten (or prior to entry into elementary school when there is no kindergarten).

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 institution: A postsecondary education institution supported primarily by public funds and operated by publicly elected or appointed officials who control the program and activities. (See also *supplemental note 9*.)

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 educa-

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tion or chartering agency. Public schools include regular, special education, vocational/technical, alternative, and public charter schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Affairs-funded schools operated by local public school districts.

Purchasing power parities: Purchasing power parity (PPP) conversion factors take into account differences in the relative prices of goods and services—particularly nontradables—and therefore provide a better overall measure of the real value of output produced by an economy compared with other economies. PPP gross national income (GNI) is measured in current international dollars, which, in principle, have the same purchasing power as a dollar spent on GNI in the U.S. economy. Because PPPs provide a better measure of the standard of living of residents of an economy, they are the basis for the World Bank's calculations of poverty rates at $1 and $2 a day. The GNI of developing countries measured in PPP terms generally exceeds their GNI measured using the Atlas method or using market exchange rates.

Purchasing power parity (PPP) indices: Purchasing power parity (PPP) exchange rates, or indices, are the currency exchange rates that equalize the purchasing power of different currencies, meaning that when a given sum of money is converted into different currencies at the PPP exchange rates, it will buy the same basket of goods and services in all countries. PPP indices are the rates of currency conversion that eliminate the difference in price levels among countries. Thus, when expenditures on gross domestic product (GDP) for different countries are converted into a common currency by means of PPP indices, they are expressed at the same set of international prices, so that comparisons among countries reflect only differences in the volume of goods and services purchased.

R

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).

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

Salary: The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

Secondary school: An elementary/secondary school with one or more of grades 7–12 that

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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.

Socioeconomic status (SES): A measure of an individual or family's relative economic and social ranking. In the analyses in this publication, SES is constructed based on father's education level, mother's education level, father's occupation, mother's occupation, and family income. Also, students are classified into high, middle, and low SES based on a standardized composite index score of their parents' education level, mother's and father's occupation, family's income, and certain household items. The terms "high SES," "middle SES," and "low SES," respectively, refer to the upper, middle two, and lower quartiles of the composite index score distribution. By definition, one-quarter of each cohort of students will be in the bottom SES quartile, even if education levels, average family incomes, and the number of persons in more prestigious occupations change.

Special education schools: Special education schools provide educational services to students with special physical or mental needs—i.e., students with mental disabilities (such as mental retardation or autism), physical disabilities (such as hearing impairments), or learning disabilities (such as dyslexia). About 2 percent of schools in The NCES Common Core of Data (CCD) files are vocational schools.

Stafford loan program: The Stafford Loan program is the largest of federal student loan programs. For students with financial need, the federal government subsidizes the interest while the student is enrolled. Unsubsidized loans are available to students without regard to financial need.

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. (See Dropout and Longitudinal dropout rate.)

T

Title I grant program: The federal government provides grants to local education agencies to supplement state and local education funding based primarily on the number of children from low-income families in each local education agency. The program provides extra academic support and learning opportunities to help disadvantaged students catch up with their classmates or make significant academic progress.

Total expenditures per pupil in average daily attendance: Includes all expenditures allocable to per pupil costs divided by average daily attendance. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Beginning in 1980–81, expenditures for state administration are excluded and expenditures for other programs (summer schools, community colleges, and private schools) are included.

Two-year institution: Denotes a postsecondary institution that does not confer bachelor's degrees, but does provide 2-year programs that result in a certificate or an associate's degree, or 2-year programs that fulfill part of the requirements for a bachelor's degree or higher at a 4-year institution.

U

Undergraduate students: Students registered at a postsecondary institution in a program

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leading to a baccalaureate degree or other formal award below the baccalaureate such as an associate's degree.

University: A postsecondary institution that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties and that is empowered to confer degrees in various fields of study.

Unsubsidized loans: (See Stafford Loan program.)

V

Violent crime: Rape, sexual assault, robbery, aggravated assault, or simple assault.

Vocational education schools: Vocational education schools primarily serve students who are being trained for semi-skilled or technical occupations. They may be part of a regular district (along with academic schools) or in a vocational district (serving more than one academic school district). About 1 percent of schools in The NCES Common Core of Data (CCD) files are vocational schools.

W

World Bank Atlas method: In calculating gross national income (GNI—formerly referred to as Gross National Product) and GNI per capita in U.S. dollars for certain operational purposes, the World Bank uses the Atlas conversion factor. The purpose of the Atlas conversion factor is to reduce the impact of exchange rate fluctuations in the cross-country comparison of national incomes.

The Atlas conversion factor for any year is the average of a country's exchange rate (or alternative conversion factor) for that year and its exchange rates for the 2 preceding years, after adjusting for differences between the rate of inflation in the country and the G-5 countries (France, Germany, Japan, the United Kingdom, and the United States) through 2000. For 2001 onward, these countries include the Euro Zone, Japan, the United Kingdom, and the United States. A country's inflation rate is measured by the change in its gross domestic product (GDP) deflator.

The inflation rate for G-5 countries (through 2000, and the Euro Zone, Japan, the United Kingdom, and the United States for 2001 onward), representing international inflation, is measured by the change in the SDR deflator. (Special drawing rights, or SDRs, are the International Monetary Fund's unit of account.) The SDR deflator is calculated as a weighted average of the G-5 countries' (through 2000, and the Euro Zone, Japan, the United Kingdom, and the United States for 2001 onward) GDP deflators in SDR terms, the weights being the amount of each country's currency in one SDR unit. Weights vary over time because both the composition of the SDR and the relative exchange rates for each currency change. The SDR deflator is calculated in SDR terms first and then converted to U.S. dollars using the SDR-to-dollar Atlas conversion factor. The Atlas conversion factor is then applied to a country's GNI. The resulting GNI in U.S. dollars is divided by the midyear population to derive GNI per capita.

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