

Issue Tables

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Postsecondary Expectations and Plans for the High School Senior Class of 2003–04

Introduction

Increasing numbers of students expect to attend college after high school (U.S. Department of Education 2006). This set of Issue Tables, the second in a series examining students' preparation for college,¹ draws on data from the Education Longitudinal Study of 2002 (ELS:02) to highlight postsecondary expectations and plans among the senior class of 2003–04. The following provides a summary of this set of Issue Tables:

Tables 1 and 2 examine the highest level of education that students expected to attain and that parents expected students to attain.

Tables 3 to 5 examine students' postsecondary plans. Table 3 looks at whether or not students planned to continue their education after high school and where they planned to enroll. Table 4 focuses only on students with postsecondary plans and examines when after high school they planned to enroll in postsecondary education. Table 5 explores the reasons for students not planning to enroll in postsecondary education right after high school.

Table 6 looks at the opinions of students' parents, school staff, and friends about going to college after high school; table 7 shows how frequently students discussed going to college with their parents;

¹ Three other sets of Issue Tables (see Related NCES Reports) examine students' academic preparation; steps toward postsecondary enrollment; and financial concerns and preparation. These tables are available at <http://nces.ed.gov/pubsearch/>.

and table 8 presents the number of students' friends planning to attend a 2- or 4-year college after high school.

Estimates in all tables are shown for all students and by a wide range of student, family, and high school characteristics.²

Data

All information presented in these Issue Tables is based on data collected in the Education Longitudinal Study of 2002 (ELS:02). ELS:02 followed a nationally representative cohort of 2002 high school sophomores as they progressed through high school and then into postsecondary education and/or work. After the initial data collection in 2002, data were collected again in 2004, when most students were high school seniors, and in 2006, when most had entered postsecondary education or the workforce. Seniors in 2004 who were not in the base-year sample were given a chance of selection into the sample. This procedure, referred to as “freshening,” made the ELS spring 2004 senior cohort nationally representative of the 12th-grade class. The survey collected high school transcripts that covered students' 4 years of coursetaking, administered standardized tests, and surveyed students, parents, teachers, and schools. It thus provides a rich source of information on how this cohort prepared for college while attending high school.

The analysis sample for most of the Issue Tables in this set consists of all high school seniors in spring 2004. The one exception is table 2 that looks at parents' educational expectations for their children when they were sophomores in 2002. The sample in this table was restricted to all high school seniors from the 2002 sophomore cohort. For more detailed information on ELS:02, see <http://nces.ed.gov/surveys/ELS2002/>.

References

- Ingels, S.J., Planty, M., and Bozick, R. (2005). *A Profile of the American High School Senior in 2004: A First Look—Initial Results from the First Follow-up of the Educational Longitudinal Study of 2002 (ELS:02)* (NCES 2006-348). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2003). *NCES Statistical Standards* (NCES 2003-601). Washington, DC.
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Related NCES Reports

- Academic Preparation for College in the High School Senior Class of 2003–04* (NCES 2010-169)
- Getting Ready for College: Financial Concerns and Preparation Among the High School Senior Class of 2003–04* (NCES 2010-204) (forthcoming)
- The High School Senior Class of 2003–04: Steps Toward Postsecondary Enrollment* (NCES 2010-203) (forthcoming)

² For more information on student, family, and high school characteristics, see Ingels, Planty, and Bozick (2005).

National Center for Education Statistics

Table 1. Percentage of high school seniors who expected to attain various levels of education, by selected student, family, and high school characteristics: 2004

Selected student, family, and high school characteristics	Students' educational expectations									
	Do not know yet		High school or less		Some college		Bachelor's degree		Graduate/ advanced degree	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Total	8.4	[7.7–9.0]	5.0	[4.5–5.5]	18.1	[17.1–19.0]	33.5	[32.5–34.5]	35.1	[33.9–36.2]
Sex										
Male	9.4	[8.5–10.3]	6.9	[6.1–7.6]	20.5	[19.2–21.8]	34.4	[33.0–35.8]	28.9	[27.4–30.3]
Female	7.4	[6.6–8.2]	3.1	[2.6–3.6]	15.6	[14.4–16.8]	32.6	[31.2–34.0]	41.3	[39.7–42.8]
Race/ethnicity ¹										
White	7.0	[6.2–7.7]	4.7	[4.1–5.3]	17.3	[16.2–18.4]	35.0	[33.8–36.3]	36.0	[34.5–37.4]
Black	8.6	[7.1–10.2]	5.0	[3.8–6.3]	18.8	[16.4–21.3]	32.1	[29.5–34.7]	35.3	[32.2–38.4]
Hispanic	13.5	[11.5–15.5]	6.4	[4.9–7.8]	23.1	[20.5–25.7]	28.2	[25.6–30.8]	28.8	[26.4–31.2]
Asian	6.9	[5.3–8.4]	2.5	[1.5–3.5]	10.4	[7.8–13.1]	32.6	[29.4–35.9]	47.6	[43.6–51.5]
American Indian	14.7	[8.5–21.0]	6.9	[0.9–12.8]	21.6	[13.3–29.8]	25.6	[14.7–36.5]	31.3	[18.9–43.6]
Two or more races	10.7	[7.3–14.0]	6.1	[3.5–8.7]	16.4	[12.8–19.9]	36.5	[31.5–41.6]	30.3	[25.9–34.8]
First language learned to speak as a child										
Non-English	11.2	[9.4–12.9]	5.6	[4.3–6.9]	20.4	[17.8–23.0]	29.8	[27.2–32.4]	33.0	[30.4–35.6]
English	7.9	[7.3–8.6]	4.9	[4.4–5.4]	17.7	[16.7–18.7]	34.1	[33.0–35.1]	35.4	[34.2–36.6]
Highest level of parents' education										
High school or less	11.4	[10.1–12.7]	9.4	[8.2–10.7]	27.2	[25.2–29.1]	30.0	[28.0–31.9]	22.0	[20.4–23.7]
Some college	9.0	[8.0–10.1]	5.1	[4.3–5.9]	21.0	[19.6–22.3]	35.4	[33.8–37.0]	29.5	[27.9–31.0]
College graduation	6.2	[5.1–7.4]	2.6	[1.9–3.3]	12.6	[11.2–14.0]	38.5	[36.3–40.7]	40.1	[37.8–42.4]
Graduate/professional degree	5.7	[4.4–6.9]	1.5	[0.9–2.2]	6.7	[5.5–8.0]	28.2	[26.1–30.2]	57.9	[55.5–60.3]
Family income in 2001										
\$35,000 or lower	11.3	[10.1–12.5]	7.8	[6.8–8.8]	24.3	[22.6–26.1]	30.2	[28.6–31.9]	26.3	[24.8–27.9]
\$35,001–75,000	8.4	[7.4–9.4]	5.1	[4.3–5.8]	18.7	[17.4–19.9]	35.0	[33.6–36.4]	32.9	[31.4–34.3]
More than \$75,000	5.1	[4.2–6.0]	1.8	[1.3–2.3]	10.3	[9.1–11.5]	34.8	[32.9–36.7]	48.0	[45.8–50.2]

See notes at end of table.

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Table 1. Percentage of high school seniors who expected to attain various levels of education, by selected student, family, and high school characteristics: 2004—Continued

Selected student, family, and high school characteristics	Students' educational expectations									
	Do not know yet		High school or less		Some college		Bachelor's degree		Graduate/ advanced degree	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Family composition										
Mother and father	6.8	[6.1–7.5]	4.2	[3.6–4.7]	15.8	[14.7–16.8]	34.9	[33.6–36.1]	38.3	[36.8–39.8]
Mother or father and guardian	10.6	[9.0–12.1]	6.7	[5.4–7.9]	20.7	[18.7–22.6]	32.9	[30.4–35.5]	29.2	[26.8–31.6]
Single parent (mother or father)	10.4	[8.9–11.8]	6.0	[4.9–7.0]	20.7	[18.6–22.7]	31.2	[29.2–33.3]	31.7	[29.6–33.8]
Other	13.2	[9.1–17.2]	5.4	[3.0–7.7]	29.2	[24.2–34.2]	26.2	[22.0–30.3]	26.1	[21.3–30.8]
Highest mathematics course taken										
Pre-algebra or below	19.2	[15.4–23.0]	19.7	[16.4–23.0]	33.8	[29.5–38.2]	16.4	[13.4–19.5]	10.8	[8.1–13.4]
Algebra I/geometry	14.2	[12.5–15.9]	10.2	[8.7–11.7]	34.2	[31.9–36.5]	26.2	[24.1–28.4]	15.1	[13.5–16.7]
Algebra II	8.5	[7.4–9.7]	3.5	[2.7–4.4]	21.9	[20.0–23.7]	39.5	[37.5–41.6]	26.5	[24.6–28.5]
Trigonometry/analytic geometry/statistics	5.1	[4.1–6.2]	2.9	[1.9–3.9]	11.6	[9.9–13.4]	40.5	[38.0–43.1]	39.8	[36.9–42.7]
Pre-calculus/calculus	2.8	[2.1–3.4]	0.3	[0.1–0.5]	4.0	[3.2–4.9]	34.3	[32.5–36.1]	58.6	[56.7–60.6]
Highest science course taken										
Low-level science	18.9	[14.1–23.7]	20.8	[16.3–25.4]	30.3	[24.9–35.8]	19.5	[14.3–24.7]	10.5	[7.4–13.6]
Secondary physical science/basic biology	14.8	[10.5–19.1]	11.6	[7.3–15.8]	37.2	[31.4–43.1]	23.6	[18.2–28.9]	12.8	[8.4–17.2]
General biology	12.6	[11.1–14.0]	8.7	[7.5–9.9]	30.1	[28.3–32.0]	31.0	[28.9–33.1]	17.6	[15.9–19.3]
Chemistry I or physics I	6.0	[5.2–6.9]	2.7	[2.1–3.3]	17.0	[15.3–18.8]	38.1	[36.2–39.9]	36.1	[34.2–38.1]
Chemistry I and physics I	4.2	[3.1–5.2]	0.6	[0.2–0.9]	4.4	[3.4–5.4]	40.2	[37.7–42.8]	50.6	[48.0–53.3]
Chemistry II, physics II, or advanced biology	4.6	[3.5–5.7]	2.0	[1.2–2.9]	7.0	[5.5–8.6]	29.3	[26.8–31.9]	57.0	[53.7–60.3]
High-level academic coursework										
Did not complete	10.2	[9.4–11.1]	6.6	[5.9–7.3]	23.3	[22.2–24.5]	33.3	[32.1–34.6]	26.6	[25.3–27.8]
Completed	2.5	[1.8–3.2]	0.5	[0.2–0.8]	4.3	[3.4–5.1]	34.7	[33.0–36.5]	58.0	[56.1–59.8]
Mathematics achievement test in senior year										
Lowest quarter	14.1	[12.5–15.6]	11.9	[10.5–13.3]	31.4	[29.5–33.4]	26.4	[24.4–28.4]	16.2	[14.6–17.8]
Middle two quarters	8.1	[7.2–8.9]	3.6	[3.1–4.2]	18.6	[17.4–19.9]	36.5	[35.2–37.9]	33.2	[31.7–34.6]
Highest quarter	3.4	[2.6–4.1]	0.7	[0.4–1.0]	3.6	[2.8–4.4]	34.5	[32.5–36.5]	57.8	[55.6–59.9]

See notes at end of table.

National Center for Education Statistics

Table 1. Percentage of high school seniors who expected to attain various levels of education, by selected student, family, and high school characteristics: 2004—Continued

Selected student, family, and high school characteristics	Students' educational expectations									
	Do not know yet		High school or less		Some college		Bachelor's degree		Graduate/ advanced degree	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
High school GPA										
2.0 or lower	15.5	[13.3–17.7]	12.5	[10.7–14.4]	32.2	[29.7–34.7]	25.8	[23.3–28.4]	14.0	[12.0–16.0]
2.1–3.0	10.1	[9.0–11.1]	5.6	[4.8–6.5]	24.0	[22.5–25.5]	34.6	[33.1–36.2]	25.7	[24.2–27.1]
Higher than 3.0	3.4	[2.8–4.1]	1.5	[1.1–1.9]	7.0	[6.1–8.0]	35.6	[34.0–37.2]	52.4	[50.5–54.3]
Parent's 2002 educational expectations for students										
High school or less	17.4	[13.1–21.8]	21.5	[17.2–25.7]	29.1	[23.9–34.2]	20.2	[15.6–24.7]	11.9	[7.9–15.8]
Some college	12.3	[10.0–14.6]	14.8	[12.1–17.4]	44.2	[40.6–47.7]	19.5	[16.8–22.1]	9.4	[7.4–11.3]
College graduation	9.0	[8.1–10.0]	4.5	[3.9–5.1]	19.3	[18.0–20.6]	39.0	[37.4–40.6]	28.1	[26.8–29.5]
Graduate/professional degree	6.1	[5.2–6.9]	2.1	[1.7–2.6]	10.8	[9.8–11.9]	31.7	[30.3–33.1]	49.3	[47.5–51.0]
Sector of high school last attended										
Public	8.8	[8.1–9.4]	5.3	[4.8–5.8]	19.1	[18.1–20.2]	33.3	[32.2–34.3]	33.5	[32.3–34.8]
Catholic	3.7	[2.9–4.6]	1.3	[0.6–2.1]	5.5	[4.3–6.8]	38.6	[35.9–41.3]	50.8	[47.5–54.1]
Other private	4.9	[3.2–6.5]	0.9	[0.3–1.5]	6.8	[4.9–8.6]	32.6	[28.8–36.5]	54.9	[49.9–59.8]
Urbanicity of high school last attended										
Urban	9.1	[8.0–10.2]	4.5	[3.7–5.3]	16.3	[14.5–18.1]	32.4	[30.6–34.1]	37.7	[35.6–39.7]
Suburban	8.1	[7.2–9.1]	4.9	[4.1–5.6]	17.4	[16.2–18.6]	34.3	[32.9–35.7]	35.3	[33.6–37.0]
Rural	7.7	[6.3–9.2]	6.0	[4.8–7.3]	22.8	[20.3–25.3]	33.4	[31.3–35.4]	30.1	[27.8–32.3]

¹ Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or other Pacific Islander, and American Indian includes Alaska Native. All race categories exclude individuals of Hispanic or Latino origin.

NOTE: See the Technical Notes for the definition of 95% CI (confidence interval). This table shows, for example, that 8.4 percent of high school seniors did not know yet what level of education they expected to attain. Estimates in this table are based on all high school seniors in spring 2004.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base-year, 2002" and "First Follow-up, 2004."

National Center for Education Statistics

Table 2. Among 2004 high school seniors from the 2002 sophomore cohort, percentage whose parents expected them to attain various levels of education, by selected student, family, and high school characteristics: 2004

Selected student, family, and high school characteristics	Parents' educational expectations for students ¹							
	High school or less		Some college		Bachelor's degree		Graduate/ advanced degree	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Total	3.0	[2.7–3.4]	8.4	[7.7–9.1]	46.0	[44.9–47.1]	42.6	[41.4–43.8]
Sex								
Male	3.6	[3.0–4.1]	10.2	[9.1–11.2]	46.4	[44.9–47.9]	39.8	[38.4–41.3]
Female	2.5	[2.1–3.0]	6.6	[5.8–7.3]	45.6	[44.0–47.1]	45.3	[43.7–46.9]
Race/ethnicity ²								
White	2.6	[2.2–3.1]	9.3	[8.4–10.2]	48.8	[47.3–50.2]	39.3	[37.7–40.8]
Black	4.1	[2.9–5.3]	5.2	[3.9–6.5]	37.9	[34.9–41.0]	52.8	[49.8–55.8]
Hispanic	4.1	[3.0–5.2]	7.5	[6.1–9.0]	44.2	[41.2–47.2]	44.1	[41.3–47.0]
Asian	1.8	[0.8–2.8]	4.5	[2.5–6.5]	35.7	[32.4–39.1]	58.0	[54.7–61.3]
American Indian	5.1	[1.2–9.1]	10.4	[3.3–17.5]	53.4	[42.9–63.8]	31.1	[19.7–42.5]
Two or more races	3.4	[1.7–5.2]	10.6	[7.0–14.1]	45.2	[39.9–50.6]	40.8	[35.5–46.0]
First language learned to speak as a child								
Non-English	3.9	[2.8–5.0]	5.8	[4.5–7.2]	42.9	[39.8–45.9]	47.5	[44.4–50.5]
English	2.9	[2.5–3.3]	8.7	[8.0–9.5]	46.5	[45.2–47.7]	41.9	[40.6–43.2]
Highest level of parents' education								
High school or less	7.2	[6.1–8.4]	13.4	[11.9–15.0]	47.2	[45.2–49.2]	32.1	[30.1–34.1]
Some college	2.4	[1.9–3.0]	9.6	[8.5–10.6]	48.4	[46.6–50.1]	39.7	[38.0–41.4]
College graduation	1.1	[0.7–1.6]	5.2	[4.1–6.2]	48.5	[46.3–50.7]	45.2	[42.9–47.4]
Graduate/professional degree	0.9	[0.5–1.3]	3.1	[2.2–4.0]	36.4	[34.0–38.7]	59.6	[57.2–62.0]
Family income in 2001								
\$35,000 or lower	5.7	[4.8–6.6]	10.3	[9.2–11.5]	44.4	[42.6–46.3]	39.5	[37.8–41.3]
\$35,001–75,000	2.7	[2.2–3.2]	9.8	[8.7–11.0]	47.5	[45.8–49.2]	39.9	[38.3–41.6]
More than \$75,000	0.7	[0.4–1.0]	4.0	[3.2–4.8]	45.4	[43.3–47.5]	49.9	[47.8–52.0]
Family composition								
Mother and father	2.5	[2.1–2.9]	7.3	[6.5–8.1]	46.9	[45.5–48.3]	43.3	[41.8–44.7]
Mother or father and guardian	3.7	[2.7–4.8]	11.5	[9.7–13.3]	46.0	[43.2–48.8]	38.8	[35.9–41.6]
Single parent (mother or father)	3.6	[2.7–4.4]	8.5	[7.1–9.9]	44.0	[41.6–46.5]	43.9	[41.5–46.2]
Other	5.9	[3.4–8.3]	11.8	[8.3–15.3]	42.4	[37.3–47.6]	40.0	[34.9–45.0]
Sector of high school last attended								
Public	3.2	[2.8–3.7]	8.9	[8.2–9.7]	46.2	[45.0–47.4]	41.6	[40.4–42.9]
Catholic	0.4	[0.1–0.7]	1.9	[1.1–2.6]	46.6	[43.4–49.8]	51.1	[47.8–54.4]
Other private	1.2	[0.4–1.9]	2.9	[1.6–4.2]	39.6	[36.0–43.2]	56.3	[52.6–60.1]

See notes at end of table.

National Center for Education Statistics

Table 2. Among 2004 high school seniors from the 2002 sophomore cohort, percentage whose parents expected them to attain various levels of education, by selected student, family, and high school characteristics: 2004—Continued

Selected student, family, and high school characteristics	Parents' educational expectations for students ¹							
	High school or less		Some college		Bachelor's degree		Graduate/ advanced degree	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Urbanicity of high school last attended								
Urban	3.1	[2.4–3.7]	6.3	[5.2–7.4]	43.5	[41.5–45.5]	47.1	[45.0–49.1]
Suburban	3.1	[2.6–3.6]	8.4	[7.4–9.3]	46.5	[44.8–48.2]	42.0	[40.3–43.8]
Rural	2.9	[2.2–3.6]	11.9	[10.0–13.7]	48.7	[46.6–50.8]	36.6	[33.9–39.2]

¹ This was asked of parents when their child was in the sophomore year in 2002.

² Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or other Pacific Islander, and American Indian includes Alaska Native. All race categories exclude individuals of Hispanic or Latino origin.

NOTE: See the Technical Notes for the definition of 95% CI (confidence interval). This table shows, for example, that among 2004 high school seniors from the 2002 sophomore cohort, 3.0 percent had parents who expected them to obtain a high school education or less. Estimates in this table are based on all spring 2004 high school seniors from the 2002 sophomore cohort.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base-year, 2002" and "First Follow-up, 2004."

National Center for Education Statistics

Table 3. Percentage of high school seniors who planned to continue their education after high school, and the percentage who planned to attend various types of institutions after high school, by selected student, family, and high school characteristics: 2004

Selected student, family, and high school characteristics	Students planning to continue their education after high school		Type of institution students planned to attend after high school					
			4-year institution		2-year community college		Vocational, technical, or trade school	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Total	92.1	[91.5–92.8]	61.7	[60.3–63.0]	22.5	[21.4–23.6]	8.0	[7.4–8.6]
Sex								
Male	89.1	[88.1–90.1]	57.4	[55.7–59.1]	21.3	[19.9–22.7]	10.4	[9.5–11.4]
Female	95.2	[94.5–95.8]	65.9	[64.3–67.5]	23.7	[22.3–25.2]	5.6	[4.8–6.3]
Race/ethnicity ¹								
White	92.2	[91.5–92.9]	64.2	[62.5–66.0]	20.4	[19.1–21.7]	7.6	[6.8–8.3]
Black	93.8	[92.5–95.1]	62.9	[60.0–65.9]	22.2	[19.6–24.7]	8.7	[7.2–10.3]
Hispanic	90.5	[88.9–92.2]	47.4	[44.1–50.7]	33.3	[30.7–35.9]	9.8	[8.1–11.6]
Asian	95.7	[94.2–97.3]	72.2	[68.3–76.1]	18.9	[15.6–22.2]	4.6	[2.5–6.8]
American Indian	84.8	[77.0–92.5]	60.8	[49.7–71.9]	12.5	[6.4–18.6]	11.5	[5.0–18.0]
Two or more races	89.5	[86.1–92.9]	59.2	[54.2–64.3]	22.4	[18.1–26.7]	7.9	[5.0–10.7]
First language learned to speak as a child								
Non-English	91.9	[90.2–93.6]	54.7	[51.6–57.9]	28.8	[26.2–31.5]	8.3	[6.7–10.0]
English	92.2	[91.5–92.8]	62.7	[61.3–64.2]	21.5	[20.4–22.6]	7.9	[7.3–8.6]
Highest level of parents' education								
High school or less	86.4	[84.9–87.9]	44.2	[41.9–46.5]	30.1	[28.1–32.1]	12.1	[10.7–13.5]
Some college	91.9	[90.9–93.0]	56.6	[54.8–58.5]	26.0	[24.2–27.7]	9.3	[8.4–10.3]
College graduation	95.0	[94.0–96.0]	73.4	[71.5–75.4]	16.3	[14.7–17.9]	5.3	[4.2–6.3]
Graduate/professional degree	97.0	[96.1–97.9]	80.6	[78.3–82.9]	13.3	[11.3–15.2]	3.1	[2.2–3.9]
Family income in 2001								
\$35,000 or lower	89.5	[88.3–90.7]	49.4	[47.4–51.4]	28.9	[27.0–30.7]	11.2	[10.0–12.5]
\$35,001–75,000	91.5	[90.5–92.4]	60.6	[58.7–62.4]	22.7	[21.2–24.1]	8.2	[7.3–9.1]
More than \$75,000	96.0	[95.2–96.8]	76.7	[74.7–78.7]	15.3	[13.7–16.9]	4.1	[3.2–4.9]
Family composition								
Mother and father	93.2	[92.5–93.9]	66.5	[64.9–68.0]	20.1	[18.9–21.4]	6.6	[6.0–7.3]
Mother or father and guardian	89.4	[87.7–91.1]	53.5	[50.8–56.1]	25.7	[23.3–28.0]	10.3	[8.5–12.1]
Single parent (mother or father)	91.6	[90.3–92.8]	57.0	[54.5–59.4]	24.7	[22.6–26.9]	9.9	[8.5–11.2]
Other	89.6	[86.2–93.0]	44.5	[38.9–50.1]	35.3	[30.3–40.3]	9.8	[6.8–12.9]
Highest mathematics course taken								
Pre-algebra or below	73.4	[69.4–77.5]	21.5	[18.2–24.7]	34.5	[30.2–38.8]	17.5	[14.1–20.8]
Algebra I/geometry	84.8	[83.1–86.6]	31.1	[28.8–33.4]	39.6	[37.1–42.2]	14.1	[12.5–15.7]
Algebra II	93.4	[92.4–94.4]	57.3	[54.7–59.8]	26.0	[23.9–28.0]	10.2	[8.6–11.8]
Trigonometry/analytic geometry/statistics	95.5	[94.4–96.7]	72.6	[69.8–75.5]	17.9	[15.6–20.1]	5.0	[3.7–6.3]
Pre-calculus/calculus	98.5	[98.0–99.0]	89.3	[88.1–90.6]	7.7	[6.6–8.8]	1.5	[1.0–2.0]

See notes at end of table.

National Center for Education Statistics

Table 3. Percentage of high school seniors who planned to continue their education after high school, and the percentage who planned to attend various types of institutions after high school, by selected student, family, and high school characteristics: 2004—Continued

Selected student, family, and high school characteristics	Students planning to continue their education after high school		Type of institution students planned to attend after high school					
			4-year institution		2-year community college		Vocational, technical, or trade school	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Highest science course taken								
Low-level science	76.9	[71.8–81.9]	22.4	[18.1–26.8]	35.2	[29.9–40.5]	19.3	[14.9–23.6]
Secondary physical science/basic biology	80.8	[75.9–85.7]	24.2	[18.6–29.8]	39.2	[33.0–45.4]	17.4	[12.9–21.9]
General biology	86.2	[84.8–87.7]	39.2	[36.8–41.6]	33.5	[31.2–35.8]	13.5	[12.0–15.1]
Chemistry I or physics I	95.2	[94.4–96.0]	66.1	[63.9–68.3]	22.7	[20.9–24.5]	6.4	[5.5–7.4]
Chemistry I and physics I	98.0	[97.3–98.7]	86.0	[83.9–88.2]	9.8	[8.0–11.5]	2.2	[1.4–3.0]
Chemistry II, physics II, or advanced biology	96.5	[95.4–97.7]	84.0	[81.3–86.7]	9.9	[8.1–11.7]	2.6	[1.7–3.5]
High-level academic coursework								
Did not complete	89.8	[88.9–90.7]	51.2	[49.5–52.8]	28.3	[26.9–29.6]	10.4	[9.5–11.2]
Completed	98.5	[98.0–99.0]	90.0	[88.7–91.3]	6.9	[5.8–8.0]	1.6	[1.1–2.1]
Mathematics achievement test in senior year								
Lowest quarter	84.8	[83.1–86.5]	35.7	[33.7–37.8]	35.5	[33.3–37.7]	13.5	[12.1–15.0]
Middle two quarters	93.0	[92.2–93.7]	61.4	[59.7–63.0]	23.3	[21.9–24.7]	8.3	[7.4–9.2]
Highest quarter	97.8	[97.2–98.4]	87.9	[86.2–89.5]	8.0	[6.7–9.4]	1.9	[1.2–2.5]
High school GPA								
2.0 or lower	82.2	[79.9–84.6]	30.8	[28.1–33.5]	35.6	[32.8–38.5]	15.8	[13.8–17.8]
2.1–3.0	90.8	[89.8–91.9]	52.0	[50.0–54.0]	29.0	[27.2–30.8]	9.8	[8.8–10.9]
Higher than 3.0	97.1	[96.6–97.7]	82.9	[81.3–84.5]	11.0	[9.7–12.2]	3.2	[2.6–3.9]
Parent's 2002 educational expectations for students								
High school or less	74.7	[69.4–79.9]	26.7	[21.3–32.2]	29.8	[24.2–35.5]	18.1	[13.4–22.8]
Some college	79.1	[76.2–82.0]	23.4	[20.3–26.5]	33.7	[30.2–37.2]	22.0	[18.9–25.1]
College graduation	92.2	[91.4–93.1]	59.3	[57.6–61.0]	25.1	[23.6–26.6]	7.8	[7.0–8.6]
Graduate/professional degree	96.2	[95.6–96.8]	74.6	[73.0–76.2]	17.1	[15.7–18.4]	4.6	[3.8–5.3]
Sector of high school last attended								
Public	91.7	[91.0–92.3]	59.7	[58.2–61.2]	23.5	[22.4–24.7]	8.5	[7.8–9.1]
Catholic	97.7	[97.1–98.3]	84.7	[82.0–87.4]	10.8	[8.4–13.2]	2.2	[1.4–3.0]
Other private	97.1	[96.0–98.2]	84.0	[80.6–87.5]	10.6	[7.7–13.5]	2.5	[1.2–3.8]
Urbanicity of high school last attended								
Urban	93.4	[92.3–94.4]	64.5	[62.2–66.8]	21.7	[19.8–23.5]	7.2	[6.3–8.1]
Suburban	92.0	[91.1–92.9]	61.1	[59.1–63.2]	22.9	[21.4–24.4]	8.0	[7.1–8.9]
Rural	90.3	[88.9–91.8]	58.1	[54.9–61.3]	22.9	[20.3–25.4]	9.3	[7.8–10.8]

¹ Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or other Pacific Islander, and American Indian includes Alaska Native. All race categories exclude individuals of Hispanic or Latino origin.

NOTE: See the Technical Notes for the definition of 95% CI (confidence interval). This table shows, for example, that 92.1 percent of high school seniors were planning to continue their education after high school. Estimates in this table are based on all high school seniors in spring 2004.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base-year, 2002" and "First Follow-up, 2004."

National Center for Education Statistics

Table 4. Among high school seniors who planned to continue their education after high school, percentage planning to attend postsecondary education at various times, by selected student, family, and high school characteristics: 2004

Selected student, family, and high school characteristics	Right after high school		One year after high school		More than 1 year after high school	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Total	86.4	[85.6–87.3]	10.6	[9.8–11.3]	3.0	[2.6–3.4]
Sex						
Male	83.5	[82.3–84.8]	12.2	[11.1–13.3]	4.2	[3.6–4.9]
Female	89.1	[88.1–90.1]	9.1	[8.1–10.1]	1.8	[1.4–2.2]
Race/ethnicity ¹						
White	87.2	[86.2–88.2]	10.1	[9.2–11.0]	2.7	[2.2–3.1]
Black	86.4	[84.4–88.4]	10.3	[8.5–12.0]	3.3	[2.1–4.5]
Hispanic	82.4	[79.7–85.0]	13.8	[11.4–16.1]	3.9	[2.6–5.1]
Asian	93.5	[91.4–95.5]	4.8	[3.0–6.5]	1.8	[0.6–2.9]
American Indian	74.4	[63.1–85.7]	17.1	[6.6–27.7]	8.5	[2.7–14.2]
Two or more races	83.5	[79.4–87.6]	13.4	[9.6–17.3]	3.1	[1.1–5.0]
First language learned to speak as a child						
Non-English	87.9	[85.9–89.9]	9.0	[7.2–10.8]	3.1	[2.1–4.1]
English	86.2	[85.3–87.1]	10.8	[10.0–11.6]	3.0	[2.5–3.4]
Highest level of parents' education						
High school or less	79.2	[77.3–81.1]	16.4	[14.7–18.1]	4.4	[3.5–5.3]
Some college	84.2	[82.9–85.5]	12.2	[11.1–13.4]	3.5	[2.8–4.2]
College graduation	91.0	[89.6–92.4]	7.1	[5.8–8.3]	2.0	[1.3–2.6]
Graduate/professional degree	93.6	[92.3–94.9]	4.9	[3.7–6.1]	1.5	[0.8–2.1]
Family income in 2001						
\$35,000 or lower	80.8	[79.2–82.4]	15.1	[13.6–16.6]	4.1	[3.3–4.9]
\$35,001–75,000	86.1	[84.9–87.3]	10.6	[9.6–11.7]	3.3	[2.6–3.9]
More than \$75,000	92.5	[91.4–93.6]	6.0	[5.0–7.0]	1.4	[0.9–2.0]
Family composition						
Mother and father	88.8	[87.9–89.8]	8.8	[7.9–9.7]	2.4	[1.9–2.8]
Mother or father and guardian	81.8	[79.6–83.9]	14.1	[12.1–16.1]	4.1	[3.0–5.2]
Single parent (mother or father)	83.6	[81.7–85.5]	13.0	[11.3–14.7]	3.4	[2.5–4.3]
Other	81.1	[76.6–85.6]	13.2	[9.4–17.0]	5.7	[3.0–8.3]
Highest mathematics course taken						
Pre-algebra or below	71.6	[66.7–76.5]	22.3	[17.8–26.8]	6.1	[3.7–8.5]
Algebra I/geometry	72.8	[70.4–75.1]	20.3	[18.3–22.3]	7.0	[5.5–8.4]
Algebra II	84.8	[83.2–86.3]	12.0	[10.6–13.3]	3.3	[2.5–4.0]
Trigonometry/analytic geometry/statistics	91.1	[89.6–92.7]	7.2	[5.7–8.7]	1.7	[1.0–2.3]
Pre-calculus/calculus	95.4	[94.6–96.3]	3.8	[3.0–4.6]	0.8	[0.5–1.1]
Highest science course taken						
Low-level science	74.6	[68.3–80.8]	19.6	[13.9–25.3]	5.9	[3.0–8.7]
Secondary physical science/basic biology	70.2	[63.9–76.4]	22.6	[16.7–28.6]	7.2	[3.9–10.5]
General biology	77.7	[75.6–79.7]	16.4	[14.7–18.1]	5.9	[4.8–7.0]
Chemistry I or physics I	88.0	[86.6–89.4]	9.7	[8.5–10.9]	2.3	[1.6–2.9]
Chemistry I and physics I	93.6	[92.2–95.1]	5.6	[4.2–7.0]	0.7	[0.3–1.2]
Chemistry II, physics II, or advanced biology	93.7	[92.5–95.0]	5.0	[3.8–6.2]	1.3	[0.7–1.9]

See notes at end of table.

National Center for Education Statistics

Table 4. Among high school seniors who planned to continue their education after high school, percentage planning to attend postsecondary education at various times, by selected student, family, and high school characteristics: 2004—Continued

Selected student, family, and high school characteristics	Right after high school		One year after high school		More than 1 year after high school	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
High-level academic coursework						
Did not complete	82.3	[81.2–83.4]	13.7	[12.6–14.7]	4.0	[3.5–4.6]
Completed	96.2	[95.5–97.0]	3.1	[2.4–3.8]	0.7	[0.4–1.0]
Mathematics achievement test in senior year						
Lowest quarter	79.0	[77.2–80.9]	17.0	[15.3–18.8]	3.9	[3.0–4.9]
Middle two quarters	85.4	[84.2–86.6]	11.1	[10.1–12.1]	3.5	[2.9–4.1]
Highest quarter	94.6	[93.5–95.7]	4.3	[3.2–5.3]	1.1	[0.7–1.5]
High school GPA						
2.0 or lower	71.4	[68.5–74.2]	21.8	[19.2–24.4]	6.8	[5.1–8.4]
2.1–3.0	82.8	[81.5–84.2]	13.2	[11.9–14.4]	4.0	[3.3–4.7]
Higher than 3.0	94.3	[93.5–95.1]	4.7	[4.0–5.4]	1.0	[0.6–1.3]
Parent's 2002 educational expectations for students						
High school or less	68.6	[62.1–75.1]	21.8	[16.2–27.4]	9.6	[5.5–13.6]
Some college	70.0	[66.2–73.7]	22.4	[18.9–25.8]	7.7	[5.5–9.8]
College graduation	85.9	[84.7–87.1]	11.1	[10.0–12.2]	3.0	[2.4–3.6]
Graduate/professional degree	90.7	[89.7–91.7]	7.6	[6.7–8.6]	1.7	[1.3–2.1]
Type of institution planned to attend						
4-year institution	92.8	[92.1–93.5]	5.5	[4.8–6.2]	1.7	[1.4–2.1]
2-year community college	77.7	[75.7–79.7]	18.1	[16.3–20.0]	4.2	[3.3–5.1]
Vocational, technical, or trade school	61.0	[57.2–64.8]	29.5	[25.9–33.1]	9.4	[7.4–11.3]
Sector of high school last attended						
Public	85.5	[84.6–86.5]	11.3	[10.4–12.1]	3.2	[2.8–3.6]
Catholic	97.1	[96.0–98.2]	2.6	[1.6–3.7]	0.3	[0.0–0.5]
Other private	94.2	[91.7–96.6]	4.4	[2.4–6.5]	1.4	[0.4–2.4]
Urbanicity of high school last attended						
Urban	85.8	[84.3–87.3]	10.8	[9.4–12.1]	3.4	[2.7–4.2]
Suburban	87.1	[85.9–88.3]	10.1	[9.0–11.2]	2.7	[2.2–3.3]
Rural	85.8	[83.8–87.8]	11.4	[9.7–13.1]	2.8	[2.0–3.6]

¹ Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or other Pacific Islander, and American Indian includes Alaska Native. All race categories exclude individuals of Hispanic or Latino origin.

NOTE: See the Technical Notes for the definition of 95% CI (confidence interval). This table shows, for example, that 86.4 percent of high school seniors who planned to continue education after high school reported that they planned to attend postsecondary education right after high school. Estimates in this table are based on all high school seniors in spring 2004 who planned to continue education after high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base-year, 2002" and "First Follow-up, 2004."

National Center for Education Statistics

Table 5. Among high school seniors who did not plan to continue their education right after high school, percentage who reported various reasons for not planning to do so, by selected student, family, and high school characteristics: 2004

Selected student, family, and high school characteristics	Reasons for not planning to continue education right after high school									
	Would rather work and make money than go to school		Cannot afford to go on to school		Do not like school		Grades are not high enough		Plan to join the military	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Total	52.2	[49.3–55.2]	40.2	[37.3–43.2]	37.3	[34.6–39.9]	28.9	[26.3–31.5]	26.6	[23.9–29.4]
Sex										
Male	54.0	[50.3–57.7]	35.6	[32.1–39.1]	39.3	[35.9–42.7]	30.8	[27.2–34.5]	32.1	[28.6–35.6]
Female	48.9	[44.0–53.9]	49.0	[44.1–53.9]	33.5	[28.8–38.2]	25.3	[21.2–29.4]	16.3	[12.8–19.8]
Race/ethnicity ¹										
White	56.5	[52.8–60.1]	37.4	[33.9–40.9]	38.5	[35.1–41.9]	25.8	[22.6–29.1]	23.5	[20.6–26.5]
Black	38.6	[31.3–45.9]	43.3	[34.1–52.4]	30.3	[24.1–36.6]	32.6	[25.0–40.2]	33.7	[25.3–42.0]
Hispanic	46.5	[38.7–54.3]	46.6	[39.1–54.1]	35.5	[29.2–41.9]	36.3	[29.7–42.9]	27.4	[20.6–34.2]
Asian	53.5	[36.4–70.6]	45.0	[28.1–61.8]	34.3	[16.9–51.8]	33.7	[18.2–49.3]	28.0	[12.4–43.5]
American Indian	‡	[†]	‡	[†]	‡	[†]	‡	[†]	‡	[†]
Two or more races	53.2	[40.4–66.0]	44.4	[32.3–56.5]	48.9	[35.5–62.2]	27.0	[15.5–38.5]	42.1	[28.6–55.6]
First language learned to speak as a child										
Non-English	41.8	[32.9–50.8]	47.2	[38.0–56.4]	35.6	[26.9–44.3]	36.5	[29.3–43.7]	30.0	[21.3–38.7]
English	53.5	[50.5–56.5]	39.4	[36.3–42.5]	37.5	[34.7–40.3]	28.0	[25.2–30.7]	26.2	[23.3–29.1]
Highest level of parents' education										
High school or less	56.7	[52.1–61.2]	43.6	[39.0–48.1]	39.5	[34.9–44.2]	30.9	[26.6–35.1]	23.9	[19.7–28.0]
Some college	53.5	[48.8–58.2]	41.3	[36.5–46.1]	34.3	[29.8–38.7]	26.6	[22.5–30.7]	28.9	[24.8–33.0]
College graduation	40.6	[33.2–47.9]	34.4	[27.2–41.6]	35.9	[28.5–43.2]	29.5	[22.6–36.5]	28.3	[21.1–35.4]
Graduate/professional degree	47.1	[36.2–57.9]	30.0	[20.4–39.7]	44.5	[34.2–54.8]	29.2	[20.2–38.1]	25.9	[17.8–34.0]
Family income in 2001										
\$35,000 or lower	54.3	[50.1–58.5]	48.3	[43.8–52.8]	37.5	[33.0–42.0]	31.9	[27.8–36.0]	23.5	[19.4–27.7]
\$35,001–75,000	52.0	[47.5–56.5]	37.1	[32.9–41.4]	37.5	[33.3–41.6]	27.1	[23.0–31.1]	28.4	[24.5–32.3]
More than \$75,000	47.0	[39.4–54.7]	27.3	[20.6–34.1]	36.1	[28.6–43.6]	26.0	[19.2–32.8]	30.0	[22.9–37.2]
Family composition										
Mother and father	53.1	[49.0–57.2]	37.8	[33.9–41.8]	38.1	[34.4–41.8]	28.6	[25.2–32.0]	24.6	[21.3–28.0]
Mother or father and guardian	49.8	[44.1–55.5]	40.0	[33.9–46.1]	36.5	[30.2–42.7]	24.8	[19.0–30.7]	32.6	[26.7–38.5]
Single parent (mother or father)	53.7	[47.9–59.4]	45.3	[39.2–51.4]	36.8	[30.9–42.8]	33.2	[27.5–38.8]	24.2	[18.9–29.5]
Other	46.8	[33.7–59.9]	42.6	[29.6–55.6]	34.5	[22.0–47.0]	29.5	[17.5–41.4]	33.2	[21.3–45.1]
Highest mathematics course taken										
Pre-algebra or below	65.8	[58.5–73.1]	46.5	[39.3–53.8]	45.7	[38.0–53.5]	40.2	[32.1–48.3]	21.1	[14.9–27.2]
Algebra I/geometry	55.2	[50.4–59.9]	42.0	[36.8–47.2]	39.9	[35.6–44.2]	32.6	[28.1–37.0]	27.1	[22.6–31.5]
Algebra II	47.6	[42.1–53.1]	36.7	[30.5–43.0]	36.5	[31.0–42.0]	24.4	[19.8–29.0]	28.2	[22.9–33.5]
Trigonometry/analytic geometry/ statistics	45.9	[37.2–54.6]	34.1	[25.9–42.3]	34.0	[25.6–42.4]	24.1	[17.1–31.0]	28.1	[20.3–36.0]
Pre-calculus/calculus	33.7	[24.0–43.4]	41.4	[31.1–51.7]	23.1	[14.2–32.0]	11.3	[4.2–18.4]	31.5	[22.0–41.1]

See notes at end of table.

National Center for Education Statistics

Table 5. Among high school seniors who did not plan to continue their education right after high school, percentage who reported various reasons for not planning to do so, by selected student, family, and high school characteristics: 2004—Continued

Selected student, family, and high school characteristics	Reasons for not planning to continue education right after high school									
	Would rather work and make money than go to school		Cannot afford to go on to school		Do not like school		Grades are not high enough		Plan to join the military	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Highest science course taken										
Low-level science	67.9	[58.0–77.7]	46.6	[37.2–56.1]	44.0	[33.2–54.7]	39.3	[29.9–48.6]	20.1	[11.6–28.5]
Secondary physical science/ basic biology	59.4	[47.8–71.1]	35.9	[25.3–46.5]	39.1	[31.0–47.2]	28.5	[20.2–36.8]	25.9	[17.3–34.6]
General biology	55.6	[51.1–60.2]	40.4	[35.9–44.9]	41.1	[36.7–45.4]	32.1	[28.0–36.2]	27.5	[23.3–31.7]
Chemistry I or physics I	44.2	[37.6–50.9]	43.3	[36.6–50.0]	35.0	[29.2–40.9]	25.2	[19.6–30.8]	26.7	[20.9–32.4]
Chemistry I and physics I	30.2	[17.9–42.5]	31.3	[20.9–41.7]	20.7	[9.8–31.6]	15.0	[7.0–23.1]	29.8	[17.1–42.5]
Chemistry II, physics II, or advanced biology	46.3	[37.0–55.6]	36.3	[27.4–45.1]	33.7	[24.2–43.1]	22.9	[15.0–30.9]	31.4	[21.2–41.6]
High-level academic coursework										
Did not complete	53.6	[50.4–56.8]	41.0	[37.8–44.2]	39.0	[36.2–41.9]	30.7	[27.9–33.6]	26.3	[23.3–29.2]
Completed	31.7	[21.9–41.5]	32.7	[22.4–43.0]	23.3	[13.8–32.9]	7.2	[1.4–12.9]	36.0	[25.7–46.3]
Mathematics achievement test in senior year										
Lowest quarter	60.1	[55.4–64.8]	39.3	[34.6–43.9]	43.4	[38.9–47.9]	37.3	[32.5–42.2]	23.1	[18.9–27.3]
Middle two quarters	49.6	[45.7–53.6]	41.7	[37.8–45.6]	34.6	[31.1–38.0]	25.7	[22.2–29.2]	27.7	[24.1–31.4]
Highest quarter	34.2	[24.1–44.2]	35.4	[25.7–45.1]	27.5	[18.8–36.3]	11.9	[5.9–17.9]	35.0	[25.1–45.0]
High school GPA										
2.0 or lower	57.0	[51.3–62.7]	39.3	[34.2–44.5]	45.3	[39.9–50.8]	41.0	[35.2–46.7]	25.4	[20.6–30.2]
2.1–3.0	51.7	[47.7–55.6]	44.1	[39.9–48.4]	37.8	[34.2–41.5]	28.7	[25.0–32.4]	27.8	[23.8–31.8]
Higher than 3.0	45.1	[37.8–52.4]	31.1	[24.6–37.5]	25.0	[18.9–31.1]	8.7	[4.8–12.6]	27.2	[20.4–34.1]
Parent's 2002 educational expectations for students										
High school or less	62.4	[53.9–71.0]	41.0	[31.8–50.2]	49.2	[38.9–59.6]	32.8	[23.5–42.1]	22.0	[13.8–30.2]
Some college	60.1	[53.2–67.0]	40.8	[34.7–46.8]	40.3	[33.1–47.5]	28.0	[22.1–33.8]	22.3	[16.4–28.2]
College graduation	51.3	[46.9–55.7]	38.7	[34.2–43.2]	35.0	[31.2–38.8]	26.4	[22.6–30.2]	27.6	[23.6–31.6]
Graduate/professional degree	43.4	[37.8–48.9]	42.0	[36.2–47.7]	33.8	[28.6–39.0]	30.2	[24.7–35.8]	28.7	[22.8–34.5]
Sector of high school last attended										
Public	52.3	[49.3–55.3]	40.5	[37.5–43.5]	37.3	[34.6–40.0]	29.0	[26.3–31.7]	26.5	[23.7–29.3]
Catholic	49.6	[36.1–63.0]	32.8	[18.3–47.2]	32.5	[19.6–45.5]	25.8	[13.5–38.0]	38.1	[25.3–50.9]
Other private	49.0	[31.1–66.9]	30.4	[14.1–46.6]	35.9	[18.3–53.4]	26.0	[9.8–42.3]	30.1	[11.1–49.0]

See notes at end of table.

National Center for Education Statistics

Table 5. Among high school seniors who did not plan to continue their education right after high school, percentage who reported various reasons for not planning to do so, by selected student, family, and high school characteristics: 2004—Continued

Selected student, family, and high school characteristics	Reasons for not planning to continue education right after high school									
	Would rather work and make money than go to school		Cannot afford to go on to school		Do not like school		Grades are not high enough		Plan to join the military	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Urbanicity of high school last attended										
Urban	51.3	[46.0–56.6]	41.6	[35.8–47.4]	34.2	[29.5–39.0]	29.7	[24.9–34.5]	25.6	[21.0–30.3]
Suburban	50.7	[46.3–55.1]	39.6	[35.4–43.8]	36.4	[32.4–40.4]	27.9	[24.2–31.6]	28.3	[24.2–32.5]
Rural	57.0	[51.1–62.8]	39.9	[34.1–45.6]	43.5	[38.5–48.5]	30.0	[24.4–35.6]	24.3	[18.5–30.1]

† Not applicable.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

¹ Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or other Pacific Islander, and American Indian includes Alaska Native. All race categories exclude individuals of Hispanic or Latino origin.

NOTE: See the Technical Notes for the definition of 95% CI (confidence interval). This table shows, for example, that 52.2 percent of high school seniors who did not plan to continue education right after high school reported that their reason was they would rather work and make money. Estimates in this table are based on all high school seniors in spring 2004 who did not plan to continue education right after high school. This table only presents the five most frequently reported reasons. Students can choose more than one reason. Other reasons that are not shown in this table include college admission scores are not high enough, will not need more education for the career I want, have not taken the right courses, no one in family has ever gone on to school after high school, do not feel that going on to school is important, counselor or teachers recommend work rather than continue education, and need to help support family.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base-year, 2002" and "First Follow-up, 2004."

National Center for Education Statistics

Table 6. Percentage of high school seniors who discussed going to college with their parents, by selected student, family, and high school characteristics: 2004

Selected student, family, and high school characteristics	Often		Sometimes		Never	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Total	68.2	[67.0–69.3]	26.4	[25.4–27.5]	5.4	[4.9–6.0]
Sex						
Male	60.1	[58.5–61.7]	31.9	[30.5–33.3]	8.0	[7.1–8.9]
Female	76.1	[74.6–77.5]	21.1	[19.7–22.4]	2.9	[2.4–3.4]
Race/ethnicity ¹						
White	68.9	[67.4–70.3]	25.9	[24.5–27.2]	5.3	[4.6–5.9]
Black	70.8	[68.0–73.6]	24.7	[22.1–27.4]	4.5	[3.5–5.5]
Hispanic	63.2	[60.5–65.8]	30.2	[27.9–32.5]	6.6	[5.1–8.0]
Asian	69.1	[65.9–72.2]	27.4	[24.2–30.6]	3.6	[2.0–5.2]
American Indian	55.4	[43.0–67.9]	30.6	[21.8–39.5]	13.9	[7.5–20.3]
Two or more races	69.0	[64.3–73.8]	24.5	[20.1–28.8]	6.5	[3.8–9.1]
First language learned to speak as a child						
Non-English	64.6	[61.9–67.2]	28.9	[26.6–31.2]	6.5	[5.1–8.0]
English	68.7	[67.4–70.0]	26.0	[24.9–27.2]	5.2	[4.7–5.8]
Highest level of parents' education						
High school or less	57.8	[55.7–59.9]	33.1	[31.1–35.0]	9.2	[8.0–10.3]
Some college	66.7	[65.0–68.4]	27.8	[26.1–29.5]	5.5	[4.6–6.4]
College graduation	73.5	[71.3–75.7]	22.9	[20.8–25.0]	3.6	[2.8–4.4]
Graduate/professional degree	78.4	[76.2–80.7]	19.2	[17.0–21.3]	2.4	[1.7–3.2]
Family income in 2001						
\$35,000 or lower	61.3	[59.5–63.0]	30.9	[29.2–32.5]	7.9	[6.9–8.8]
\$35,001–75,000	67.2	[65.6–68.8]	27.5	[26.0–29.0]	5.3	[4.5–6.1]
More than \$75,000	77.1	[75.2–78.9]	20.1	[18.4–21.8]	2.9	[2.2–3.6]
Family composition						
Mother and father	70.6	[69.2–72.1]	24.9	[23.6–26.2]	4.4	[3.8–5.0]
Mother or father and guardian	64.3	[61.6–67.0]	27.9	[25.4–30.3]	7.8	[6.5–9.2]
Single parent (mother or father)	65.9	[63.7–68.2]	28.3	[26.1–30.5]	5.8	[4.7–6.9]
Other	56.1	[50.5–61.7]	34.6	[29.2–40.0]	9.3	[6.1–12.5]
Highest mathematics course taken						
Pre-algebra or below	44.8	[40.4–49.3]	36.6	[32.3–40.9]	18.6	[15.0–22.1]
Algebra I/geometry	52.8	[50.2–55.4]	36.4	[33.8–39.0]	10.8	[9.2–12.4]
Algebra II	68.1	[66.1–70.0]	27.1	[25.3–28.9]	4.9	[3.9–5.8]
Trigonometry/analytic geometry/statistics	74.4	[72.1–76.8]	22.6	[20.4–24.9]	2.9	[2.1–3.8]
Pre-calculus/calculus	80.4	[78.6–82.2]	18.5	[16.8–20.3]	1.1	[0.7–1.5]
Highest science course taken						
Low-level science	40.3	[34.7–45.9]	40.4	[35.7–45.1]	19.3	[14.0–24.5]
Secondary physical science/basic biology	50.4	[44.9–55.9]	35.6	[30.2–41.0]	13.9	[9.5–18.4]
General biology	57.0	[54.6–59.5]	33.8	[31.6–36.0]	9.2	[7.8–10.5]
Chemistry I or physics I	72.8	[71.0–74.6]	23.7	[22.0–25.3]	3.5	[2.8–4.3]
Chemistry I and physics I	79.0	[76.8–81.2]	19.8	[17.6–22.0]	1.2	[0.6–1.8]
Chemistry II, physics II, or advanced biology	77.3	[74.8–79.8]	20.2	[18.0–22.5]	2.5	[1.7–3.3]

See notes at end of table.

National Center for Education Statistics

Table 6. Percentage of high school seniors who discussed going to college with their parents, by selected student, family, and high school characteristics: 2004—Continued

Selected student, family, and high school characteristics	Often		Sometimes		Never	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
High-level academic coursework						
Did not complete	63.3	[61.9–64.8]	29.5	[28.3–30.8]	7.1	[6.4–7.9]
Completed	81.2	[79.4–82.9]	17.7	[16.0–19.3]	1.2	[0.8–1.6]
Mathematics achievement test in senior year						
Lowest quarter	57.0	[54.7–59.3]	32.7	[30.6–34.7]	10.4	[9.0–11.7]
Middle two quarters	68.6	[67.2–69.9]	26.5	[25.3–27.8]	4.9	[4.3–5.5]
Highest quarter	78.1	[76.1–80.0]	20.3	[18.4–22.1]	1.7	[1.1–2.2]
High school GPA						
2.0 or lower	48.8	[45.6–52.0]	39.3	[36.3–42.2]	11.9	[10.0–13.9]
2.1–3.0	63.8	[62.1–65.5]	29.5	[28.0–31.1]	6.7	[5.8–7.6]
Higher than 3.0	79.6	[78.1–81.1]	18.4	[16.9–19.8]	2.0	[1.5–2.6]
Student's educational expectations						
High school or less	16.8	[13.1–20.5]	43.6	[38.8–48.3]	39.6	[34.5–44.8]
Some college	49.3	[46.8–51.7]	43.2	[40.8–45.6]	7.5	[6.2–8.8]
College graduation	74.9	[73.2–76.6]	23.3	[21.6–24.9]	1.8	[1.3–2.3]
Graduate/professional degree	83.2	[81.8–84.6]	15.2	[13.9–16.5]	1.6	[1.1–2.0]
Do not know	46.3	[42.2–50.3]	41.2	[37.2–45.2]	12.5	[9.8–15.2]
Parent's 2002 educational expectations for students						
High school or less	46.0	[39.8–52.1]	36.0	[29.8–42.2]	18.0	[13.4–22.7]
Some college	47.7	[44.1–51.3]	36.4	[32.9–40.0]	15.9	[12.9–18.9]
College graduation	65.5	[64.0–67.0]	29.1	[27.7–30.6]	5.4	[4.6–6.1]
Graduate/professional degree	76.8	[75.4–78.3]	20.9	[19.5–22.3]	2.3	[1.8–2.7]
Plans for postsecondary education after high school						
Do not plan to continue education after high school	8.2	[3.7–12.7]	30.7	[23.1–38.4]	61.1	[52.5–69.6]
Do not know if will continue education after high school	22.4	[18.7–26.2]	52.3	[48.0–56.5]	25.3	[21.5–29.1]
Plan to attend 4-year institution	80.0	[78.9–81.2]	18.4	[17.3–19.5]	1.6	[1.3–1.9]
Plan to attend 2-year community college	59.1	[56.8–61.5]	36.9	[34.7–39.2]	3.9	[3.0–4.9]
Plan to attend vocational, technical, or trade school	47.5	[43.5–51.5]	39.6	[35.9–43.3]	12.9	[10.4–15.4]
Sector of high school last attended						
Public	67.1	[65.8–68.4]	27.1	[26.0–28.3]	5.8	[5.2–6.4]
Catholic	81.7	[79.3–84.2]	16.9	[14.5–19.3]	1.4	[0.8–2.0]
Other private	78.2	[74.9–81.4]	20.4	[17.3–23.5]	1.5	[0.6–2.3]
Urbanicity of high school last attended						
Urban	70.1	[68.1–72.0]	25.6	[23.8–27.4]	4.3	[3.5–5.1]
Suburban	67.7	[65.9–69.4]	26.8	[25.2–28.3]	5.6	[4.8–6.4]
Rural	66.1	[63.4–68.8]	27.0	[24.7–29.4]	6.9	[5.5–8.3]

¹ Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or other Pacific Islander, and American Indian includes Alaska Native. All race categories exclude individuals of Hispanic or Latino origin.

NOTE: See the Technical Notes for the definition of 95% CI (confidence interval). This table shows, for example, that 68.2 percent of high school seniors reported often discussing going to college with their parents. Estimates in this table are based on all high school seniors in spring 2004.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base-year, 2002" and "First Follow-up, 2004."

National Center for Education Statistics

Table 7. Percentage of high school seniors who reported that various people thought that attending college was the most important thing to do right after high school, by selected student, family, and high school characteristics: 2004

Selected student, family, and high school characteristics	Parent/close relative		Friend		Teacher/school counselor/ coach/activity leader	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
Total	83.4	[82.6–84.3]	56.6	[55.4–57.9]	83.4	[82.4–84.4]
Sex						
Male	78.9	[77.5–80.3]	51.6	[49.8–53.3]	79.5	[77.8–81.1]
Female	87.9	[87.0–88.8]	61.5	[60.0–63.0]	87.2	[86.0–88.4]
Race/ethnicity ¹						
White	82.1	[80.9–83.2]	54.4	[52.8–55.9]	82.7	[81.5–84.0]
Black	88.5	[86.8–90.1]	64.7	[62.3–67.2]	88.3	[86.1–90.4]
Hispanic	84.5	[82.6–86.3]	57.9	[55.0–60.9]	83.0	[79.9–86.1]
Asian	91.7	[89.9–93.5]	63.9	[59.9–68.0]	87.7	[85.3–90.0]
American Indian	71.5	[59.3–83.8]	51.2	[41.2–61.2]	73.5	[62.8–84.3]
Two or more races	77.9	[73.6–82.2]	53.4	[48.0–58.7]	79.6	[74.7–84.5]
First language learned to speak as a child						
Non-English	86.2	[84.4–88.1]	63.5	[60.8–66.1]	85.7	[83.5–88.0]
English	83.0	[82.1–83.9]	55.6	[54.2–57.0]	83.1	[82.0–84.2]
Highest level of parents' education						
High school or less	76.8	[75.1–78.6]	52.1	[49.9–54.3]	78.8	[76.8–80.8]
Some college	81.0	[79.5–82.5]	53.2	[51.2–55.2]	80.7	[78.9–82.4]
College graduation	88.4	[87.0–89.8]	60.0	[57.6–62.5]	87.2	[85.3–89.1]
Graduate/professional degree	90.9	[89.4–92.4]	64.9	[62.4–67.4]	89.7	[87.9–91.6]
Family income in 2001						
\$35,000 or lower	80.1	[78.5–81.6]	53.6	[51.5–55.7]	81.9	[80.3–83.5]
\$35,001–75,000	82.2	[80.9–83.6]	54.7	[52.9–56.6]	81.8	[80.2–83.5]
More than \$75,000	88.8	[87.6–90.1]	62.6	[60.7–64.5]	87.2	[85.5–88.9]
Family composition						
Mother and father	84.9	[83.9–85.9]	58.2	[56.8–59.7]	84.5	[83.3–85.7]
Mother or father and guardian	79.6	[77.4–81.8]	52.4	[49.5–55.2]	80.8	[78.4–83.2]
Single parent (mother or father)	82.8	[81.1–84.5]	55.3	[52.7–58.0]	82.8	[80.7–84.9]
Other	78.8	[74.3–83.4]	55.0	[49.2–60.8]	79.0	[73.2–84.7]
Highest mathematics course taken						
Pre-algebra or below	64.1	[60.0–68.2]	41.0	[36.0–46.0]	67.1	[62.0–72.1]
Algebra I/geometry	73.1	[70.9–75.4]	44.3	[41.6–47.0]	74.1	[71.3–77.0]
Algebra II	83.4	[81.7–85.0]	56.1	[53.5–58.7]	80.5	[78.4–82.6]
Trigonometry/analytic geometry/statistics	86.9	[85.2–88.6]	59.7	[56.9–62.5]	86.3	[84.2–88.4]
Pre-calculus/calculus	92.4	[91.3–93.5]	66.6	[64.7–68.4]	91.7	[90.4–93.1]
Highest science course taken						
Low-level science	64.9	[59.7–70.2]	37.5	[32.0–43.1]	64.2	[56.5–71.9]
Secondary physical science/basic biology	67.9	[62.6–73.1]	39.6	[32.9–46.3]	66.6	[59.2–73.9]
General biology	75.4	[73.6–77.2]	47.5	[45.1–50.0]	76.1	[73.9–78.3]
Chemistry I or physics I	87.1	[85.9–88.4]	59.7	[57.5–61.9]	85.8	[84.1–87.5]
Chemistry I and physics I	90.8	[89.1–92.5]	65.4	[62.6–68.2]	90.2	[88.1–92.3]
Chemistry II, physics II, or advanced biology	89.2	[87.5–90.8]	64.1	[61.5–66.7]	88.7	[86.6–90.7]

See notes at end of table.

National Center for Education Statistics

Table 7. Percentage of high school seniors who reported that various people thought that attending college was the most important thing to do right after high school, by selected student, family, and high school characteristics: 2004—Continued

Selected student, family, and high school characteristics	Parent/close relative		Friend		Teacher/school counselor/ coach/activity leader	
	Pct.	95% CI	Pct.	95% CI	Pct.	95% CI
High-level academic coursework						
Did not complete	80.0	[78.9–81.1]	52.4	[50.7–54.0]	80.0	[78.6–81.3]
Completed	92.2	[91.2–93.3]	67.6	[65.7–69.6]	91.5	[90.2–92.7]
Mathematics achievement test in senior year						
Lowest quarter	75.8	[74.0–77.6]	53.4	[51.1–55.8]	76.8	[74.8–78.9]
Middle two quarters	83.7	[82.5–84.9]	54.5	[52.8–56.2]	82.7	[81.3–84.0]
Highest quarter	90.2	[88.9–91.6]	63.7	[61.6–65.7]	90.0	[88.4–91.7]
High school GPA						
2.0 or lower	72.2	[69.3–75.0]	44.9	[41.6–48.2]	73.5	[70.0–76.9]
2.1–3.0	82.0	[80.8–83.3]	54.1	[52.3–55.8]	80.4	[78.8–82.0]
Higher than 3.0	88.7	[87.6–89.8]	63.1	[61.4–64.8]	89.1	[87.8–90.3]
Student's educational expectations						
High school or less	45.0	[40.1–49.8]	25.4	[21.2–29.6]	55.8	[50.3–61.4]
Some college	70.2	[67.9–72.5]	38.3	[35.7–40.9]	70.1	[67.5–72.8]
College graduation	89.9	[88.8–91.0]	62.0	[60.1–63.9]	88.3	[86.9–89.6]
Graduate/professional degree	91.9	[91.0–92.9]	68.2	[66.6–69.9]	91.7	[90.5–92.9]
Do not know	71.3	[67.7–74.9]	40.0	[36.6–43.4]	67.0	[62.3–71.6]
Parent's 2002 educational expectations for students						
High school or less	60.8	[54.9–66.7]	36.9	[30.7–43.2]	65.8	[58.6–73.0]
Some college	62.0	[58.2–65.9]	36.0	[32.5–39.4]	60.7	[56.1–65.4]
College graduation	83.6	[82.5–84.8]	56.2	[54.5–57.8]	83.5	[82.2–84.8]
Graduate/professional degree	89.4	[88.3–90.4]	62.7	[61.1–64.3]	88.8	[87.5–90.1]
Plans for postsecondary education after high school						
Do not plan to continue education after high school	33.2	[25.6–40.8]	17.8	[11.1–24.4]	49.1	[39.0–59.2]
Do not know if will continue education after high school	52.0	[47.4–56.5]	25.6	[21.8–29.4]	53.3	[48.5–58.2]
Plan to attend 4-year institution	91.3	[90.5–92.0]	65.9	[64.6–67.2]	90.5	[89.6–91.5]
Plan to attend 2-year community college	82.9	[81.1–84.7]	51.0	[48.5–53.5]	81.1	[78.9–83.2]
Plan to attend vocational, technical, or trade school	56.9	[53.4–60.4]	27.7	[24.0–31.3]	56.4	[51.6–61.2]
Sector of high school last attended						
Public	82.8	[81.9–83.8]	55.8	[54.4–57.2]	82.7	[81.6–83.8]
Catholic	92.6	[91.0–94.2]	67.3	[64.8–69.9]	92.1	[90.6–93.7]
Other private	86.6	[83.5–89.7]	63.4	[59.5–67.4]	87.9	[84.0–91.9]
Urbanicity of high school last attended						
Urban	86.5	[85.2–87.8]	59.1	[57.0–61.1]	87.0	[85.3–88.7]
Suburban	82.5	[81.2–83.8]	56.1	[54.2–58.1]	82.5	[81.1–84.0]
Rural	80.6	[78.4–82.7]	53.6	[51.0–56.3]	80.9	[78.6–83.3]

¹ Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or other Pacific Islander, and American Indian includes Alaska Native. All race categories exclude individuals of Hispanic or Latino origin.

NOTE: See the Technical Notes for the definition of 95% CI (confidence interval). This table shows, for example, that 83.4 percent of high school seniors reported that their parent/close relative thought that attending college was the most important thing to do right after high school. Estimates in this table are based on all high school seniors in spring 2004.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base-year, 2002" and "First Follow-up, 2004."

National Center for Education Statistics

Table 8. Percentage of high school seniors who reported that most or all of their friends planned to attend a 4- or 2-year institution after high school, by selected student, family, and high school characteristics: 2004

Selected student, family, and high school characteristics	Most or all of friends planned to attend a 4-year institution		Most or all of friends planned to attend a 2-year institution	
	Pct.	95% CI	Pct.	95% CI
Total	53.6	[52.1–55.0]	16.6	[15.6–17.5]
Sex				
Male	49.1	[47.3–50.9]	16.3	[15.1–17.5]
Female	58.0	[56.2–59.8]	16.8	[15.5–18.2]
Race/ethnicity ¹				
White	57.6	[55.8–59.4]	14.7	[13.6–15.9]
Black	49.2	[46.2–52.3]	17.7	[15.5–20.0]
Hispanic	38.3	[35.4–41.2]	23.9	[21.6–26.1]
Asian	64.3	[60.2–68.4]	16.8	[13.2–20.4]
American Indian	38.8	[25.9–51.6]	15.2	[9.6–20.8]
Two or more races	53.0	[47.5–58.6]	14.5	[10.5–18.5]
First language learned to speak as a child				
Non-English	44.7	[41.3–48.0]	22.5	[20.1–24.9]
English	54.9	[53.4–56.5]	15.7	[14.6–16.7]
Highest level of parents' education				
High school or less	37.9	[35.5–40.3]	21.0	[19.3–22.6]
Some college	48.7	[46.9–50.6]	18.8	[17.2–20.3]
College graduation	63.4	[61.0–65.8]	13.6	[11.9–15.4]
Graduate/professional degree	71.8	[69.0–74.6]	10.0	[8.5–11.6]
Family income in 2001				
\$35,000 or lower	40.8	[38.7–42.9]	20.8	[19.2–22.3]
\$35,001–75,000	52.6	[50.8–54.4]	17.1	[15.8–18.4]
More than \$75,000	68.8	[66.5–71.1]	11.2	[9.8–12.6]
Family composition				
Mother and father	58.4	[56.6–60.2]	15.1	[14.0–16.2]
Mother or father and guardian	45.6	[43.0–48.3]	18.7	[16.6–20.8]
Single parent (mother or father)	47.6	[45.1–50.1]	18.5	[16.7–20.3]
Other	40.5	[35.2–45.7]	21.2	[16.8–25.5]
Highest mathematics course taken				
Pre-algebra or below	25.0	[21.1–29.0]	25.8	[21.9–29.8]
Algebra I/geometry	31.9	[29.6–34.2]	25.2	[22.9–27.5]
Algebra II	48.2	[45.8–50.6]	19.2	[17.3–21.1]
Trigonometry/analytic geometry/statistics	60.6	[57.7–63.5]	14.0	[12.2–15.8]
Pre-calculus/calculus	75.9	[73.8–78.0]	8.2	[6.9–9.5]
Highest science course taken				
Low-level science	21.1	[15.6–26.6]	25.2	[20.1–30.3]
Secondary physical science/ basic biology	29.2	[23.6–34.9]	25.4	[20.9–29.9]
General biology	37.8	[35.3–40.2]	24.0	[22.0–26.0]
Chemistry I or physics I	56.1	[53.7–58.4]	16.4	[14.9–17.8]
Chemistry I and physics I	72.0	[69.2–74.8]	9.5	[7.7–11.4]
Chemistry II, physics II, or advanced biology	71.1	[68.1–74.2]	8.4	[6.9–9.8]

See notes at end of table.

National Center for Education Statistics

Table 8. Percentage of high school seniors who reported that most or all of their friends planned to attend a 4- or 2-year institution after high school, by selected student, family, and high school characteristics: 2004—Continued

Selected student, family, and high school characteristics	Most or all of friends planned to attend a 4-year institution		Most or all of friends planned to attend a 2-year institution	
	Pct.	95% CI	Pct.	95% CI
High-level academic coursework				
Did not complete	45.2	[43.5–46.9]	20.2	[19.0–21.4]
Completed	77.0	[75.0–79.0]	7.1	[6.0–8.2]
Mathematics achievement test in senior year				
Lowest quarter	34.4	[32.3–36.5]	25.0	[23.2–26.8]
Middle two quarters	52.0	[50.3–53.7]	17.6	[16.3–19.0]
Highest quarter	75.0	[72.8–77.3]	6.4	[5.3–7.5]
High school GPA				
2.0 or lower	30.0	[27.6–32.5]	24.1	[21.5–26.7]
2.1–3.0	46.4	[44.6–48.3]	19.5	[18.0–20.9]
Higher than 3.0	70.0	[67.8–72.1]	11.1	[9.8–12.4]
Student's educational expectations				
High school or less	18.2	[14.6–21.7]	17.8	[14.3–21.3]
Some college	24.9	[22.8–27.0]	26.4	[24.2–28.5]
College graduation	59.7	[57.8–61.6]	15.4	[13.9–16.9]
Graduate/professional degree	72.1	[70.3–73.9]	12.1	[10.8–13.5]
Do not know	31.8	[28.2–35.4]	18.3	[15.6–21.0]
Parent's 2002 educational expectations for students				
High school or less	26.0	[20.7–31.3]	23.5	[18.6–28.4]
Some college	27.8	[24.4–31.2]	21.0	[17.9–24.2]
College graduation	52.6	[50.8–54.3]	17.3	[16.0–18.6]
Graduate/professional degree	62.1	[60.3–64.0]	14.5	[13.1–15.8]
Plans for postsecondary education after high school				
Do not plan to continue education after high school	16.5	[9.8–23.2]	16.0	[9.8–22.2]
Do not know if will continue education after high school	22.8	[19.2–26.4]	20.3	[17.0–23.6]
Plan to attend 4-year institution	70.3	[68.9–71.7]	10.6	[9.6–11.5]
Plan to attend 2-year community college	27.4	[25.3–29.4]	30.2	[28.2–32.1]
Plan to attend vocational, technical, or trade school	28.2	[24.9–31.5]	22.1	[18.9–25.3]
Sector of high school last attended				
Public	51.0	[49.5–52.6]	17.3	[16.3–18.4]
Catholic	84.3	[80.7–87.9]	6.2	[3.8–8.5]
Other private	78.8	[74.3–83.2]	9.5	[6.0–12.9]
Urbanicity of high school last attended				
Urban	54.2	[51.6–56.7]	16.2	[14.5–17.9]
Suburban	54.9	[52.8–57.1]	16.5	[15.1–17.8]
Rural	49.1	[45.5–52.7]	17.3	[15.0–19.6]

¹ Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or other Pacific Islander, and American Indian includes Alaska Native. All race categories exclude individuals of Hispanic or Latino origin.

NOTE: See the Technical Notes for the definition of 95% CI (confidence interval). This table shows, for example, that 53.6 percent of high school seniors reported that most or all of their friends planned to attend a 4-year institution after high school. Estimates in this table are based on all high school seniors in spring 2004.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Base-year, 2002" and "First Follow-up, 2004."

Glossary

This glossary includes descriptions of the variables used in the Issue Tables, all of which can be found in the Education Longitudinal Study of 2002 (ELS:02) database. Variables can be downloaded from the ELS:02/06 CD, which includes the restricted-use base-year, first follow-up, high school transcript data, and the electronic codebook. Information on the procedure for obtaining this CD is available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008346>. The index below shows the variables organized by category. The glossary items are listed in alphabetical order in the text by variable name (displayed in bold letters along the right-hand column).

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Mathematics achievement test scores in senior year.....F1TXMQU

High School Last Attended

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Urbanicity..... F1RSLURB

Family income in 2001**BYINCOME**

This variable indicates the total family income parents earned from all sources in 2001. It was recoded into three levels of family income: \$35,000 or lower, \$35,001–75,000, and more than \$75,000.

Highest level of education parent expected student to attain**BYPARASP**

This variable indicates the highest level of education the parent expected his or her child to attain after high school. Parents were asked about their expectations for their child's education when their child was in the sophomore year in 2002. If missing, the variable was imputed. This variable was recoded into four categories: high school or less, some college, college graduation, and graduate or professional degree.

Family composition**F1FCOMP**

This variable indicates the student's family composition and was constructed using the reports of parents in 2002 and supplemented by the reports of the first follow-up new student participants (freshening sample) in 2004. It was recoded into four categories: mother and father, mother or father and guardian, single parent (mother or father), and other.

Highest level of parent's education**F1PARED**

This variable indicates the highest level of education reported by either parent in 2002. If missing, parents' education reported by students in the 2004 first follow-up survey was used. This variable was recoded into four categories: high school or less, some college, college graduation, and graduate/professional degree.

Postsecondary plans and type of institution planned to attend right after high school**F1PSEPLN**

This variable indicates whether a student planned to continue his or her education after high school and what type of postsecondary institution he or she planned to attend. This variable contains five categories: do not plan to continue; do not know if I would continue; plan to attend a 4-year institution; plan to attend a 2-year community college; and plan to attend a vocational, technical, or trade school. The categories for planning to attend various types of institutions were combined to create a category indicating whether or not students planned to continue their education after high school.

High-level academic coursework**F1RACADC**

This transcript-based dichotomous variable indicates whether a student completed high-level academic coursework in high school. High-level academic coursework consists of 4 years of English; 3 years of mathematics (including at least 1 year of a course higher than algebra II); 3 years of science (including at least 1 year of a course higher than biology); 3 years of social studies (including at least 1 year of U.S. or world history); and 2 years of a single non-English language. Course classifications are based upon the 1998 revision of the Secondary School Taxonomy.

Race/ethnicity**F1RACE**

This variable indicates the student's race/ethnicity and is recoded to contain the following categories: White, Black (including African American), Hispanic (including Latino), Asian (including Native Hawaiian or other Pacific Islander), American Indian (including Alaska Native), and two or more races. All race categories exclude individuals of Hispanic or Latino origin.

High school GPA**F1RGP**

This transcript-based variable indicates a student's overall grade point average (GPA) based on all courses taken from 9th through 12th grade. It was recoded into the following categories: 2.0 or lower, 2.1–3.0, and higher than 3.0.

Highest mathematics course taken F1RMAPIP

This transcript-based variable indicates the highest mathematics course taken by a student during high school. It was recoded into the following categories: pre-algebra or below, algebra I/geometry, algebra II, trigonometry/analytic geometry/statistics, and pre-calculus/calculus.

Highest science course taken F1RSCPIP

This transcript-based variable indicates the highest science course taken by a student during high school. It was recoded into the following categories: low-level science, secondary physical science/basic biology, general biology, chemistry I/physics I, chemistry I and physics I, chemistry II/physics II/advanced biology.

Sector F1RSLCTR

This transcript-based variable indicates the sector of high school that a student last attended in 2004 and contains three categories: public, Catholic, and other private school.

Urbanicity F1RSLURB

This transcript-based variable indicates the urbanicity of the high school that a student last attended in 2004 and contains three categories: urban (school is in a large or mid-size central city); suburban (school is in a large or small town or is on the urban fringe of a large or mid-size city); and rural (school is in a rural area). NCES used the Common Core of Data (CCD) locale codes for public schools.

Friends thought that attending college was the most important thing to do right after high school F1S44D

This variable indicates various things friends thought were the most important to do right after high school. It was recoded to include two categories: attending college or doing other things.

Reason for not planning to continue education right after high school: Do not like school F1S46A

This dichotomous variable indicates that a student cited “do not like school” as the reason for not planning to continue his or her education right after high school.

Reason for not planning to continue education right after high school: Grades are not high enough F1S46B

This dichotomous variable indicates that a student cited “grades are not high enough” as the reason for not planning to continue his or her education right after high school.

Reason for not planning to continue education right after high school: Cannot afford to go on to school F1S46E

This dichotomous variable indicates that a student cited “cannot afford to go on to school” as the reason for not planning to continue his or her education right after high school.

Reason for not planning to continue education right after high school: Plan to join in the military F1S46H

This dichotomous variable indicates that a student cited “plan to join in the military” as the reason for not planning to continue his or her education right after high school.

Reason for not planning to continue education right after high school: Would rather work and make money than go to school F1S46I

This dichotomous variable indicates that a student cited “would rather work and make money than go to school” as the reason for not planning to continue his or her education right after high school.

Time student planned to attend postsecondary education after high school F1S47

This variable indicates the time a student planned to attend postsecondary education and contains five categories: do not plan to continue education, plan to attend right after high school, plan to attend 1 year out of high school, plan to attend more than 1 year out of high school, and do not know.

Frequency of student discussing with parent about going to college F1S64H

This variable indicates how often students had discussions with their parents about their plans to go to college and contains three categories: never, sometimes, and often.

Number of student's friends planning to attend a 2-year community college after high school F1S65C

This variable indicates the number of student's friends planning to attend a 2-year community college after high school and contains the following categories: none, a few, some, most, and all.

Number of student's friends planning to attend a 4-year college/university after high school F1S65D

This variable indicates the number of student's friends planning to attend a 4-year college/university after high school and contains the following categories: none, a few, some, most, and all.

Highest level of education student expected to attain F1STEXP

This variable indicates how far a student expected to get in school. It was recoded into five categories: do not know; high school or less; some college (including "attending/completing a 1- or 2-year program in a community college/vocational school" and "attending college but not completing a 4- or 5-year degree"); bachelor's degree; and graduate or advanced degree.

First language learned to speak as a child F1STLANG

This dichotomous variable indicates whether the first language a student learned to speak as a child was English or non-English.

Mathematics achievement test scores in senior year F1TXMQU

This variable indicates mathematics achievement test scores and contains four categories: lowest quarter, second quarter, third quarter, and highest quarter.

Sex F2SEX

This dichotomous variable indicates a student's sex: male or female.

Parent or close relative thought that attending college was the most important thing to do right after high school GOCOLL1

This dichotomous variable indicates whether a parent or close relative thought that attending college was the most important thing to do right after high school. It was constructed by combing the three variables that indicate the desire of mother (F1S44A), father (F1S44B), and close relative (F1S44C) concerning the most important thing for a student to do right after high school. The variable was coded as "yes" if any of these people considered attending college was the most important thing to do right after high school.

School staff thought that attending college was the most important thing to do right after high school**GOCOLL2**

This dichotomous variable indicates whether school staff thought that attending college was the most important thing to do right after high school. It was constructed by combining the three variables that indicate the desire of school counselor (F1S44E), favorite teacher (F1S44F), and favorite coach (F1S44G) concerning the most important thing for a student to do right after high school. The variable was coded as “yes” if any of these people considered attending college was the most important thing to do right after high school.

Technical Notes

Confidence Intervals

The 95% confidence interval (CI) is a measure of the margin of error introduced by the survey sample. The 95% CI is defined as the interval around the sample estimate that, were the sample to be replicated numerous times, is likely to contain the true population parameter 95% of the time. For a random variable with a normal distribution, the 95% CI for a mean is $\bar{X} \pm t_p * \sigma_{\bar{x}}$, where \bar{X} is the sample mean, t_p is a Student or normal distribution constant for the 95% probability, and $\sigma_{\bar{x}}$ is the standard error of the mean. In comparing two estimates in the table, if the confidence intervals for the two estimates of the same parameter for different groups do not overlap, the user can assume that the two estimates are significantly different ($p < .05$). For a 95% CI, $t_p = 1.96$.

CIs are bound at the minimum and maximum possible values for percentages and at the minimum possible value for amounts. This means that the CIs are bound at zero at the lower bound for both percentages and amounts and at 100 at the upper bound for percentages. This bounding may result in asymmetrical intervals. Bounding will be apparent for low estimates (i.e., near zero) or high estimates (i.e., near 100 percent).

Data Analysis

The Education Longitudinal Study of 2002 (ELS:02) sample design involved stratification, the disproportionate sampling of certain strata, and multistage probability sampling. The resulting statistics vary more than they would if they had been based on data from a simple random sample of the same size. As a result, simple random sample techniques for estimating sampling errors cannot be applied to these data. Several methods such as Taylor Series approximations, Balanced Repeated Replication, and Jackknife Repeated Replication can be used to estimate correct standard errors. This set of Issue Tables used a SAS macro to call SUDAAN (an advanced statistical program that takes into account the complex sampling design) and applied the Taylor Series approximation method to generate appropriate standard errors for the complex sampling designs used by ELS:02.

Dataset Methodology

For an overview of the ELS:02 survey methodology, see the *Education Longitudinal Study of 2002 (ELS:02) Base-Year to Second Follow-up Public Use Data File Document* (NCES 2008-347), available at

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008347>.

Quality of Estimates: Unit Response Rates and Bias Analysis

NCES Statistical Standard 4-4-1 states that “Any survey stage of data collection with a unit or item response rate less than 85 percent must be evaluated for the potential magnitude of nonresponse bias before the data or any analysis using the data may be released” (U.S. Department of Education 2003). From the selected sample, weighted item response rates were calculated for all variables used in this set of Issue Tables by dividing the weighted number of valid responses by the weighted population for which the item was applicable. All items included in this set of Issue Tables have a response rate of more than 85 percent.