

Table 131.—Twelfth-graders' achievement on history, mathematics, reading, and science tests: 1992

| Achievement test | Total | Sex | | Race/ethnicity | | | | | Socioeconomic status ¹ | | | Control of school | | |
|------------------------------------------------------------------------------|-------|-------|--------|----------------|-------|----------|-------|-----------------|-----------------------------------|--------|-------|-------------------|----------|---------------|
| | | Male | Female | White | Black | Hispanic | Asian | American Indian | Low | Middle | High | Public | Catholic | Other private |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Twelfth-graders' achievement, standardized score ² | | | | | | | | | | | | | | |
| History | 51.2 | 51.9 | 50.5 | 52.5 | 45.9 | 47.4 | 52.1 | 44.5 | 45.8 | 50.5 | 55.9 | 50.8 | 55.1 | 54.9 |
| Mathematics | 51.4 | 51.8 | 51.0 | 52.9 | 44.8 | 47.3 | 54.3 | 45.2 | 45.5 | 50.6 | 56.7 | 50.9 | 55.1 | 56.1 |
| Reading | 51.0 | 49.9 | 52.2 | 52.4 | 45.5 | 47.2 | 51.4 | 45.2 | 45.9 | 50.4 | 55.5 | 50.6 | 54.7 | 55.0 |
| Science | 51.1 | 52.4 | 49.7 | 52.9 | 43.3 | 46.5 | 51.8 | 44.8 | 45.4 | 50.5 | 55.9 | 50.7 | 53.9 | 55.0 |
| Distribution of twelfth-graders' achievement, by score quartile ³ | | | | | | | | | | | | | | |
| History | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Lower quartile | 20.2 | 19.6 | 20.9 | 15.5 | 39.6 | 32.4 | 16.8 | 41.1 | 37.6 | 20.5 | 7.9 | 21.4 | 7.1 | 13.8 |
| Lower middle quartile | 24.6 | 21.5 | 27.9 | 23.4 | 28.1 | 28.9 | 25.6 | 32.5 | 30.9 | 26.9 | 16.5 | 25.2 | 21.0 | 17.2 |
| Upper middle quartile | 26.9 | 26.3 | 27.4 | 28.4 | 21.5 | 23.5 | 25.5 | 13.6 | 21.1 | 27.7 | 29.2 | 26.8 | 31.2 | 22.1 |
| Upper quartile | 28.3 | 32.5 | 23.8 | 32.7 | 10.8 | 15.3 | 32.2 | 12.7 | 10.3 | 24.8 | 46.5 | 26.6 | 40.7 | 46.9 |
| Mathematics | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Lower quartile | 19.7 | 20.1 | 19.2 | 14.8 | 41.2 | 31.6 | 11.9 | 42.8 | 37.0 | 20.4 | 6.5 | 20.9 | 8.2 | 7.6 |
| Lower middle quartile | 24.2 | 22.4 | 26.0 | 22.5 | 30.0 | 30.6 | 21.1 | 29.8 | 32.4 | 26.3 | 15.2 | 24.9 | 17.0 | 17.3 |
| Upper middle quartile | 27.6 | 26.9 | 28.4 | 29.5 | 20.3 | 22.9 | 28.4 | 18.5 | 22.4 | 29.3 | 28.4 | 27.2 | 34.3 | 28.5 |
| Upper quartile | 28.5 | 30.6 | 26.3 | 33.2 | 8.5 | 14.9 | 38.7 | 8.9 | 8.3 | 23.9 | 50.0 | 27.0 | 40.5 | 46.6 |
| Reading | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Lower quartile | 21.1 | 25.6 | 16.4 | 16.6 | 38.2 | 31.6 | 23.2 | 41.2 | 36.3 | 21.6 | 9.8 | 22.3 | 8.1 | 14.0 |
| Lower middle quartile | 24.6 | 24.5 | 24.7 | 22.6 | 31.3 | 32.9 | 20.0 | 31.1 | 32.4 | 26.8 | 15.8 | 25.5 | 18.1 | 13.6 |
| Upper middle quartile | 26.4 | 25.0 | 27.9 | 28.3 | 20.7 | 21.2 | 24.9 | 15.5 | 20.8 | 27.4 | 28.6 | 25.8 | 36.3 | 25.2 |
| Upper quartile | 27.8 | 24.9 | 30.9 | 32.5 | 9.8 | 14.3 | 31.9 | 12.2 | 10.5 | 24.3 | 45.9 | 26.4 | 37.5 | 47.2 |
| Science | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Lower quartile | 20.9 | 18.2 | 23.6 | 14.0 | 52.6 | 34.3 | 17.7 | 37.6 | 39.0 | 20.9 | 8.4 | 21.9 | 11.7 | 10.5 |
| Lower middle quartile | 24.5 | 21.1 | 28.1 | 23.0 | 25.2 | 33.8 | 25.2 | 35.8 | 31.9 | 26.8 | 16.0 | 25.0 | 22.0 | 17.4 |
| Upper middle quartile | 26.3 | 27.1 | 25.5 | 29.0 | 16.0 | 18.9 | 26.5 | 20.9 | 19.8 | 28.3 | 27.4 | 26.3 | 27.3 | 26.1 |
| Upper quartile | 28.3 | 33.6 | 22.7 | 33.9 | 6.2 | 13.1 | 30.5 | 5.7 | 9.3 | 24.1 | 48.3 | 26.8 | 39.0 | 46.0 |

¹ Socioeconomic status was measured by a composite score on parental education and occupations, and family income. The "Low" SES group is the lowest quartile; the "Middle" SES group is the middle two quartiles; and the "High" SES group is the upper quartile.

² In the full data file, the standardized scores have a mean of 50 and a standard deviation of 10. Because dropouts and students who were retained in grades between 8 and 11 were excluded from this tabulation, the scores are slightly higher.

³ In the full data file, twenty-five percent of all students fall into each one of the quartile groupings. Because dropouts and students who were retained in grades between 8 and 11 were excluded from this tabulation, the scores are slightly higher.

NOTE: Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988, Second Followup" survey. (This table was prepared July 1995.)