

Appendix 1

Supplemental Tables





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Past and Projected Elementary and Secondary School Enrollments

Table 1-2. Private elementary and secondary school enrollment (in thousands), by grade level and region: School years 1989–90 through 1999–2000

School year	Total	Northeast	Midwest	South	West
Grades K–12					
1989–90	4,714	1,310	1,340	1,240	824
1991–92	4,783	1,280	1,335	1,276	892
1993–94	4,743	1,235	1,294	1,363	851
1995–96	4,920	1,245	1,329	1,416	930
1997–98	4,962	1,241	1,328	1,479	915
1999–2000	5,074	1,255	1,332	1,553	934
Grades K–8					
1989–90	3,588	947	1,052	949	639
1991–92	3,657	935	1,059	974	689
1993–94	3,641	907	1,021	1,048	664
1995–96	3,760	911	1,042	1,086	721
1997–98	3,781	911	1,036	1,126	708
1999–2000	3,849	917	1,035	1,177	720
Grades 9–12					
1989–90	1,126	362	288	291	185
1991–92	1,126	346	276	302	203
1993–94	1,102	328	273	315	186
1995–96	1,160	334	286	330	209
1997–98	1,181	330	292	353	206
1999–2000	1,225	338	297	375	214

NOTE: Numbers may differ from other NCES publications because estimates exclude ungraded students. Detail may not sum to totals because of rounding. *Supplemental note 1* identifies the states in each region. See *supplemental note 3* for more information on the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, NCES. (2002). *The Condition of Education 2002* (NCES 2002–025), table 2-3. Data from U.S. Department of Education, NCES, Private School Universe Survey (PSS), 1989–90 through 1999–2000.

Family Characteristics of 5- to 17-Year-Olds

Table 2-1. Percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years 1976–2001

Selected family characteristics	1976	1979	1984	1989	1992	1995	1999	2001
Total U.S. population								
Parents' education								
High school completion or higher	—	75.6	81.2	85.1	86.0	87.2	87.4	88.4
Bachelor's degree or higher	—	19.0	22.2	25.8	25.7	28.2	30.0	31.3
Family type ¹								
Two-parent household	83.2	74.8	71.0	71.8	70.1	68.5	67.2	68.3
Father-only household	1.1	2.2	3.0	3.0	3.2	3.5	4.3	4.2
Mother-only household	13.3	17.8	20.5	21.8	23.1	23.0	23.5	22.1
Poverty status ²								
Poor	16.1	14.7	19.7	18.5	20.6	20.8	18.8	16.7
Near-poor	27.3	19.3	21.3	20.9	22.0	21.8	20.7	20.7
Nonpoor	56.6	66.0	59.0	60.7	57.4	57.4	60.5	62.7
Language spoken in the home								
English only	—	91.5	—	87.6	85.7	85.9	83.3	—
Language other than English	—	8.3	—	12.4	14.3	14.1	16.7	—
Total Black population								
Parents' education								
High school completion or higher	—	49.9	64.5	76.4	77.5	80.7	83.3	87.7
Bachelor's degree or higher	—	4.9	9.1	12.3	12.7	12.9	15.5	16.4
Family type ¹								
Two-parent household	49.0	43.8	42.0	38.8	37.5	34.2	35.5	38.0
Father-only household	1.4 [!]	2.4	3.8	3.3	2.9	3.8	3.8	4.6
Mother-only household	38.5	43.7	42.9	48.3	50.5	49.7	49.7	46.2
Poverty status ²								
Poor	49.7	40.6	45.8	41.9	43.8	41.9	36.0	30.5
Near-poor	26.4	28.4	26.4	22.7	24.1	25.5	27.9	28.1
Nonpoor	24.0	31.1	27.9	35.4	32.1	32.5	36.0	41.3
Language spoken in the home								
English only	—	—	—	—	95.7	97.0	95.5	—
Language other than English	—	—	—	—	4.3	3.0	4.5	—

See notes at end of table.

Family Characteristics of 5- to 17-Year-Olds

Table 2-1. Percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years 1976–2001—Continued

Selected family characteristics	1976	1979	1984	1989	1992	1995	1999	2001
Total White population								
Parents' education								
High school completion or higher	—	82.8	87.7	92.4	93.1	94.5	94.8	95.7
Bachelor's degree or higher	—	22.3	25.6	30.7	30.6	34.5	36.8	39.0
Family type ¹								
Two-parent household	86.7	80.7	77.7	79.9	78.3	77.2	75.3	76.4
Father-only household	1.1!	2.2	2.8	3.0	3.2	3.4	4.5	4.4
Mother-only household	10.7	13.2	15.6	15.1	16.4	16.3	17.0	16.0
Poverty status ²								
Poor	11.1	8.9	12.7	10.3	12.4	12.1	10.8	9.7
Near-poor	26.5	16.6	19.3	19.1	19.6	19.3	16.4	15.4
Nonpoor	62.4	74.5	68.1	70.5	68.0	68.6	72.7	74.9
Language spoken in the home								
English only	—	—	—	—	96.2	96.4	96.1	—
Language other than English	—	—	—	—	3.8	3.6	3.9	—
Total Hispanic population								
Parents' education								
High school completion or higher	—	45.0	47.6	52.2	51.8	56.5	59.2	60.6
Bachelor's degree or higher	—	7.2	7.8	8.8	8.8	8.9	11.9	10.9
Family type ¹								
Two-parent household	87.2	71.6	60.4	64.9	63.5	63.0	63.4	64.6
Father-only household	0.4!	2.1!	3.1!	2.8	3.3	4.3	3.8	3.6
Mother-only household	10.9	17.2	28.3	28.9	28.2	26.9	26.2	23.6
Poverty status ²								
Poor	24.0	26.9	34.9	34.5	38.3	39.8	33.6	28.2
Near-poor	35.7	31.9	33.0	29.4	33.0	30.7	31.8	33.5
Nonpoor	40.2	41.2	32.1	36.2	28.7	29.5	34.6	38.2
Language spoken in the home								
English only	—	—	—	—	23.4	26.1	29.1	—
Language other than English	—	—	—	—	76.6	73.9	70.9	—

—Not available.

!Interpret data with caution (estimates are unstable).

¹Detail does not sum to total because a small percentage of respondents were not in the survey universe or had no parents present in the home.

²"Near-poor" is defined as 100–199 percent of the poverty level, and "nonpoor" is defined as twice the poverty level or more. 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. Information on parents' highest level of education is available only for those parents who lived in the same household with their child. 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 adjusted. See *supplemental note 2* for more information. Detail may not sum to totals because of rounding.

SOURCE: McArthur, E.K. (1993). *Language Characteristics and Schooling in the United States, A Changing Picture: 1979 and 1989* (NCES 93–699), figure 2, and U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March, October, and November Supplements, various years, previously unpublished tabulation (January 2003).

Concentration of Poverty by School District Urbanicity

Table 3-1. Number (in thousands) and percentage of related children ages 5–17 in poverty, by urbanicity and region: 1999

Type of student	Total	Urbanicity							
		Central city of large MSA	Central city of mid-size MSA	Urban fringe of large MSA	Urban fringe of midsize MSA	Large town	Small town	Rural outside MSA	Rural within MSA
		Total							
All students	51,696	8,654	6,661	16,814	5,310	661	4,895	4,572	4,130
Poor	8,188	2,108	1,314	1,763	711	123	903	838	427
Nonpoor	43,508	6,545	5,347	15,050	4,599	537	3,992	3,734	3,703
Percent poverty	15.8	24.4	19.7	10.5	13.4	18.7	18.5	18.3	10.3
		Northeast							
All students	9,410	1,889	1,032	3,355	1,023	32	497	425	1,157
Poor	1,420	541	263	297	92	5	70	63	89
Nonpoor	7,990	1,348	769	3,058	931	27	427	362	1,068
Percent poverty	15.1	28.7	25.5	8.8	9.0	16.4	14.0	14.8	7.7
		Midwest							
All students	11,971	1,679	1,632	3,573	862	207	1,468	1,441	1,108
Poor	1,471	408	266	237	72	30	185	196	78
Nonpoor	10,499	1,271	1,366	3,336	790	178	1,284	1,245	1,029
Percent poverty	12.3	24.3	16.3	6.6	8.4	14.2	12.6	13.6	7.1
		South							
All students	18,236	2,496	2,199	4,989	2,614	221	2,088	2,134	1,494
Poor	3,265	555	466	584	429	51	501	469	211
Nonpoor	14,971	1,941	1,734	4,406	2,185	171	1,587	1,666	1,283
Percent poverty	17.9	22.2	21.2	11.7	16.4	22.9	24.0	22.0	14.2
		West							
All students	12,080	2,590	1,798	4,896	811	200	842	572	371
Poor	2,032	604	319	646	117	38	149	111	48
Nonpoor	10,048	1,986	1,479	4,250	694	162	693	461	323
Percent poverty	16.8	23.3	17.7	13.2	14.4	19.0	17.7	19.4	13.0

NOTE: MSAs denote metropolitan statistical areas and are geographic areas containing a large population nucleus together with adjacent communities having a high degree of social and economic integration. To define poverty, the Bureau of the Census uses a set of money income thresholds, updated annually, that vary by family size and composition to determine who is poor. If a family's income is less than the family's threshold, then that family, and every individual in it, is considered poor. See *supplemental note 1* for further information on poverty and a definition of urbanicity and the states in each region. See *supplemental note 2* for more information on the Current Population Survey and *supplemental note 3* for more information on the Common Core of Data. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 2000–01 and U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Small Area Income and Poverty estimates, Title I Eligibility Database, 1999, previously unpublished tabulation (December 2002).

Language Minority Students

Table 4-1. Number (in thousands) and percentage of 5- to 24-year-olds who spoke a language other than English at home and who spoke English with difficulty: Selected years 1979–99

Year	Total population	Total who spoke language other than English at home		Total who spoke English with difficulty ¹		
		Number (in thousands)	Percent of total population	Number (in thousands)	Percent of total population	Percent of those who spoke a language other than English at home
1979	74,333	6,308	8.5	2,163	2.9	34.3
1992	71,391	10,503	14.7	3,699	5.2	35.2
1995	75,647	11,427	15.1	4,216	5.6	36.9
1999	78,743	13,729	17.4	4,534	5.8	33.0
Percentage change compared with 1979						
1979	†	†	†	†	†	†
1992	-4.0	66.5	73.4	71.0	78.1	2.7
1995	1.8	81.2	78.0	94.9	91.5	7.6
1999	5.9	117.6	105.5	109.6	97.9	-3.7

†Not applicable.

¹Respondents were asked if the children in the household spoke a language other than English at home. If they answered "yes," they were asked how well they 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: For more information on the Current Population Survey, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 1979 and October 1992, 1995, and 1999, previously unpublished tabulation (December 2002).

Language Minority Students

Table 4-2. Among 5- to 24-year-olds who spoke a language other than English at home, number (in thousands) who spoke English “very well” and who spoke English with difficulty,¹ and number who spoke English with difficulty within each age group, by language spoken at home and nativity: 1999

Language spoken at home and nativity	Total population	Spoke English “very well”	Spoke English with difficulty	Spoke English with difficulty		
				5- to 9-year-olds	10- to 17-year-olds	18- to 24-year-olds
Total	13,729	9,195	4,534	1,408	1,222	1,904
Language spoken at home						
Spanish	9,849	6,336	3,514	1,118	896	1,500
All Asian languages	1,724	1,311	411	140	143	128
All other European	792	573	219	46	59	114
All other	1,364	974	390	103	125	162
Native-born children ²	8,611	6,695	1,916	1,047	602	266
Native-born children	5,626	4,287	1,340	812	412	116
With native-born parents	1,005	856	149	74	59	16
With foreign-born parents	4,621	3,431	1,191	738	353	100
Year parents came to U.S.						
1990–99	470	310	160	142	18	#
1980–89	1,992	1,383	609	407	186	16
1970–79	1,573	1,241	332	148	128	56
Prior to 1970	586	497	89	41	21	28
Foreign-born children	5,119	2,500	2,619	361	620	1,638
Year came to U.S.						
1995–99	1,623	422	1,201	205	242	754
1990–94	2,054	1,038	1,015	156	231	628
1980–89	1,326	932	394	†	148	246
Prior to 1980	115	106	9	†	†	9

†Not applicable.

#Rounds to zero.

¹Respondents were asked if the children in the household spoke a language other than English at home. If they answered “yes,” they were asked how well they 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.

²This category includes the 34.7 percent of native-born 5- to 24-year-olds for whom data on their parents were missing. Youths aged 18–24 whose parents entered the United States in 1990 or later may reflect parents who were illegally in the country when the youth was born and later received legal residence.

NOTE: Detail may not sum to totals because of rounding. For more information on the Current Population Survey, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1999, previously unpublished tabulation (December 2002).

Language Minority Students

Table 4-3. Among 5- to 24-year-olds who spoke a language other than English at home, percentage distribution who spoke English "very well" and who spoke English with difficulty,¹ and percentage distribution who spoke English with difficulty within each age group, by language spoken at home and nativity: 1999

Language spoken at home and nativity	Total population	Spoke English "very well"	Spoke English with difficulty	Spoke English with difficulty		
				5- to 9-year-olds	10- to 17-year-olds	18- to 24-year-olds
Total	100.0	67.0	33.0	39.9	23.1	38.7
Language spoken at home						
Spanish	100.0	64.3	35.6	43.0	24.0	42.7
All Asian languages	100.0	76.1	23.8	29.0	20.6	23.4
All other European	100.0	72.4	27.6	35.4	19.5	31.8
All other	100.0	71.3	28.7	32.6	22.8	32.5
Native-born children ²						
Native-born children	100.0	76.2	31.3	28.0	11.3	5.6
With native-born parents	100.0	85.1	14.9	28.7	11.1	7.6
With foreign-born parents	100.0	74.2	25.8	37.6	17.4	15.7
Year parents came to U.S.						
1990–99	100.0	65.9	34.1	45.6	13.0	#
1980–89	100.0	69.4	30.6	38.2	21.6	23.9
1970–79	100.0	78.9	21.1	31.7	16.2	17.6
Prior to 1970	100.0	84.8	15.2	35.0	8.8	12.0
Foreign-born children						
Year came to U.S.	100.0	48.8	51.2	57.0	37.4	57.9
1995–99	100.0	26.0	74.0	70.9	62.7	79.5
1990–94	100.0	50.5	49.4	45.3	33.6	61.4
1980–89	100.0	70.3	29.7	†	25.3	33.2
Prior to 1980	100.0	92.2	7.8	†	†	7.8

†Not applicable.

#Rounds to zero.

¹Respondents were asked if the children in the household spoke a language other than English at home. If they answered "yes," they were asked how well they 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.

²This category includes the 34.7 percent of native-born 5- to 24-year-olds for whom data on their parents were missing. Youths aged 18–24 whose parents entered the United States in 1990 or later may reflect parents who were illegally in the country when the youth was born and later received legal residence.

NOTE: Detail may not sum to totals because of rounding. For more information on the Current Population Survey, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1999, previously unpublished tabulation (December 2002).

Past and Projected Undergraduate Enrollments

Table 5-1. Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions (in thousands), by sex, attendance status and type of institution, with projections: Fall 1970–2012

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	5,949	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	6,442	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	5,723
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	6,734	5,529
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	5,592
2000	13,155	5,778	7,377	7,923	5,232	7,207	5,948
Projected ¹							
2001	13,278	5,818	7,459	8,060	5,217	7,362	5,916
2002	13,432	5,864	7,567	8,201	5,230	7,470	5,962
2003	13,566	5,910	7,657	8,281	5,286	7,547	6,019
2004	13,736	5,965	7,772	8,398	5,339	7,646	6,090
2005	13,901	6,024	7,877	8,520	5,381	7,749	6,152
2006	14,072	6,088	7,984	8,657	5,415	7,860	6,212
2007	14,238	6,154	8,084	8,789	5,449	7,965	6,273
2008	14,457	6,241	8,217	8,965	5,493	8,102	6,355
2009	14,681	6,328	8,352	9,139	5,541	8,245	6,436
2010	14,868	6,394	8,474	9,273	5,595	8,367	6,501
2011	15,063	6,460	8,602	9,407	5,655	8,493	6,570
2012	15,263	6,523	8,740	9,539	5,724	8,617	6,646

¹Projections based on reported data through 2000 and middle alternative assumptions concerning the economy. For more information on projections, see NCES 2002–030.

NOTE: Detail may not sum to totals because of rounding. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2002–130, pp. 509–510. For more information on the Integrated Postsecondary Education Data System, see *supplemental note 3*. For the classification of postsecondary institutions, see *supplemental note 8*.

SOURCE: U.S. Department of Education, NCES. (2002). *Digest of Education Statistics 2001* (NCES 2002–130), table 188, and *Projections of Education Statistics to 2012* (NCES 2002–030), tables 16, 18, and 19. Data from U.S. Department of Education, NCES, 1969–1986 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," and 1987–2000 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF-87–00).

Foreign-Born Students in Postsecondary Institutions

Table 6-1. Percentage of undergraduate and graduate/first-professional students in the United States who were foreign-born or first-generation students, by selected student characteristics and number of nontraditional traits: 1999–2000

Student characteristic	Percent of the student population	Undergraduate				Graduate/first-professional
		None	Minimal	Moderate	High	Percent of the student population
Total	100.0	27.4	16.6	28.3	27.7	100.0
Foreign-born	11.3	18.5	17.1	32.9	31.5	17.1
Citizen status						
U.S. citizens	4.3	16.4	11.1	34.6	38.0	5.2
Non U.S. citizens	7.0	19.8	20.7	31.8	27.6	11.9
Permanent residents/resident aliens	5.1	17.7	15.8	32.7	33.8	2.9
Foreign students with a visa	2.0	25.4	33.5	29.4	11.7	8.9
Year immigrated ¹						
Last 5 years	2.4	18.5	32.4	31.5	17.7	6.5
6–10 years ago	2.3	19.4	14.7	35.7	30.2	3.4
More than 10 years ago	6.0	18.3	11.7	32.2	37.8	6.2
Region ¹						
Europe	0.5	23.2	14.2	31.8	30.8	1.1
North, Central, or South America	1.6	16.5	12.8	30.0	40.7	1.5
Asia	2.7	27.7	22.8	30.7	18.9	7.8
Not specified ²	6.5	14.8	16.0	34.6	34.7	6.6
U.S.-born with foreign-born parents	11.5	31.3	19.4	28.5	20.7	10.8
Year parents immigrated ¹						
1975 to 2001	1.8	48.2	27.2	18.2	†	†
1965 to 1974	2.9	38.4	16.7	29.1	15.8	2.9
Before 1965	3.3	21.4	13.1	36.6	28.9	5.2
Parents' region ¹						
Europe	1.3	29.5	16.9	33.7	19.9	1.7
North, Central, or South America	3.8	20.1	17.9	33.4	28.6	1.8
Asia	1.4	48.8	20.6	20.5	†	1.7
Not specified ²	4.9	35.7	20.7	25.8	17.9	5.5

†Reporting standards not met (too few cases).

¹Totals do not add up to the total percentage of foreign-born students or the total percentage of U.S.-born students with foreign-born parents, respectively, because some respondents did not respond or did not know the answer.

²Respondents were given a list of 24 countries. If the country from which they or their parents emigrated was not on the list they responded "other." The respondent could have been from any region of the world. NOTE: Foreign-born includes those born outside the U.S. and outlying areas whose parents were not U.S. citizens at the time. Nontraditional traits include delaying enrollment, attending part time, working full time while enrolled, is considered financially independent, has dependents other than a spouse, is a single parent, or does not have a high school diploma. Students who are minimally nontraditional have only one nontraditional characteristic, those who are moderately nontraditional have two or three characteristics, and those who are highly nontraditional have four or more characteristics. For more information on the National Postsecondary Student Aid Study, see *supplemental note 3*. For the classification of postsecondary institutions, see *supplemental note 8*.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), previously unpublished tabulation (January 2003).

Trends in Graduate/First-Professional Enrollments

Table 7-1. Total graduate and first-professional enrollment (in thousands) in degree-granting institutions, by sex and attendance status of student, with projections: 1970–2012

Year	Total enrollment	Graduate					First-professional				
		Total	Male	Female	Full-time	Part-time	Total	Male	Female	Full-time	Part-time
1970	1,204	1,031	630	400	379	651	173	159	15	157	16
1971	1,205	1,012	615	394	388	621	193	174	19	176	16
1972	1,273	1,066	626	439	394	671	207	183	23	190	17
1973	1,342	1,123	648	477	410	715	219	186	33	202	17
1974	1,425	1,190	663	526	427	762	235	194	41	216	19
1975	1,505	1,263	700	563	453	810	242	192	50	220	22
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
Projected¹											
2001	2,164	1,852	782	1,070	801	1,051	312	172	140	279	33
2002	2,177	1,865	782	1,082	801	1,063	312	170	142	278	34
2003	2,190	1,878	782	1,095	799	1,078	312	169	143	278	34
2004	2,211	1,897	786	1,112	805	1,093	314	169	145	280	34
2005	2,234	1,917	790	1,126	813	1,103	317	170	147	283	34
2006	2,249	1,930	793	1,136	819	1,110	319	171	148	285	34
2007	2,265	1,943	797	1,146	827	1,116	322	172	149	287	34
2008	2,281	1,956	801	1,154	835	1,120	325	173	151	290	34
2009	2,297	1,969	805	1,164	844	1,125	328	174	153	292	35
2010	2,317	1,986	811	1,176	853	1,134	331	176	155	295	36
2011	2,355	2,018	821	1,197	871	1,147	337	179	159	302	36
2012	2,410	2,063	836	1,226	898	1,164	347	183	164	311	36

¹Projections based on reported data through 2000 and middle alternative assumptions concerning the economy. For more information on projections, see NCES 2002–030.

NOTE: Detail may not sum to totals because of rounding. Data include unclassified graduate students. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2002–130, pp. 509–510. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System. See *supplemental note 8* for information on the classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), tables 189 and 190, and *Projections of Education Statistics to 2012* (NCES 2002–030), tables 20 and 21. Data from U.S. Department of Education, NCES, 1970–1986 Higher Education General Information Survey (HEGIS), “Fall Enrollment in Colleges and Universities,” and 1987–2000 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:87–00).

Trends in Graduate/First-Professional Enrollments

Table 7-2. Total graduate and first-professional enrollment (in thousands) and percentage distribution of students in degree-granting institutions, by enrollment status and race/ethnicity: 1976–2000

Enrollment status and race/ethnicity	1976	1980	1990	1995	1996	1997	1998	1999	2000
Enrollment									
Graduate									
Total	1,323	1,341	1,586	1,732	1,742	1,753	1,768	1,807	1,850
White	1,116	1,105	1,228	1,282	1,273	1,262	1,254	1,256	1,259
Total minority	134	144	190	271	286	302	318	340	359
American Indian	5	5	6	8	9	9	10	10	10
Asian/Pacific Islander	25	32	53	76	79	83	87	91	96
Black	78	75	84	119	125	132	139	149	158
Hispanic	26	32	47	68	73	79	83	90	95
Nonresident alien	72	92	167	179	183	189	195	211	232
First-professional									
Total	244	277	273	298	298	298	302	303	307
White	220	248	221	223	222	220	221	220	220
Total minority	21	26	47	67	69	70	74	76	78
American Indian	1	1	1	2	2	2	2	2	2
Asian/Pacific Islander	4	6	19	30	31	33	35	36	37
Black	11	13	16	21	21	21	22	23	24
Hispanic	5	7	11	14	14	14	14	15	15
Nonresident alien	3	3	5	7	8	7	7	8	8
Percentage distribution									
Graduate									
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	84.4	82.4	77.4	74.0	73.0	72.0	71.0	69.5	68.0
Total minority	10.2	10.7	12.0	15.6	16.4	17.2	18.0	18.8	19.4
American Indian	0.4	0.4	0.4	0.5	0.5	0.5	0.6	0.6	0.6
Asian/Pacific Islander	1.9	2.4	3.4	4.4	4.5	4.7	4.9	5.0	5.2
Black	5.9	5.6	5.3	6.8	7.2	7.5	7.8	8.2	8.5
Hispanic	2.0	2.4	3.0	3.9	4.2	4.5	4.7	5.0	5.2
Nonresident alien	5.5	6.9	10.5	10.4	10.5	10.8	11.0	11.7	12.6
First-professional									
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	90.1	89.5	81.0	75.0	74.3	73.9	73.0	72.5	71.8
Total minority	8.6	9.5	17.0	22.5	23.1	23.6	24.5	24.9	25.5
American Indian	0.5	0.3	0.4	0.7	0.7	0.8	0.7	0.7	0.8
Asian/Pacific Islander	1.7	2.2	6.8	9.9	10.5	11.0	11.6	12.0	12.0
Black	4.6	4.6	5.8	7.2	7.2	7.2	7.4	7.4	7.7
Hispanic	1.9	2.4	3.9	4.6	4.7	4.6	4.7	4.9	5.0
Nonresident alien	1.3	1.0	2.0	2.5	2.6	2.5	2.4	2.5	2.7

NOTE: Data include unclassified graduate students. Numbers may differ from other NCES publications because of alternative methods of handling those whose race is unknown. Detail may not sum to totals because of rounding. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2001–130, pp. 509–510. 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. See *supplemental note 1* for more information. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System. See *supplemental note 8* for information on the classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–XXX), table 208. Data from U.S. Department of Education, NCES, 1976–1986 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," and 1987–2000 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:87–00).

Participation in Adult Education

Table 8-1. Percentage of population age 16 and above participating in adult education activities, by type of activity: 1991, 1995, 1999, and 2001

Type of activity	1991	1995	1999	2001
			Age 16 and above	
Overall participation ¹	34.2	41.8	45.9	47.4
College or university credential programs ¹	—	8.9	11.7	7.3
Work-related courses	—	21.6	22.7	29.7
Personal interest courses	—	19.1	21.2	21.3
Other activities ²	—	2.9	4.4	3.8
			Ages 16–24	
Overall participation ¹	37.7	47.0	50.7	53.2
College or university credential programs ¹	—	12.6	13.6	12.7
Work-related courses	—	16.7	14.8	22.3
Personal interest courses	—	19.8	23.0	27.6
Other activities ²	—	8.7	13.9	13.0
			Age 25 and above	
Overall participation	33.7	41.1	45.3	46.6
College or university credential programs	—	8.4	11.4	6.5
Work-related courses	—	22.3	23.8	30.7
Personal interest courses	—	19.1	20.9	20.5
Other activities ²	—	2.1	3.1	2.6

—Data not available for 1991.

¹Among those ages 16–24, full-time participation for all or part of the year in a college or university credential program or a vocational or technical diploma program was not counted as an adult education activity.

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

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 and above who are not enrolled in elementary or secondary school. See the glossary for a definition of adult education. Percentages for individual activities do not sum to the overall participation because individuals may participate in multiple activities. There were differences in questionnaire structure, wording, and response options in the 1995, 1999, and 2001 NHES questionnaires that could affect the measurement of course participation.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001), and Adult Education Survey of the National Household Education Surveys Program (AE–NHES:1991, 1995, and 1999), previously unpublished tabulation (January 2003).

Participation in Adult Education

Table 8-2. Percentage of population age 16 and above participating in adult education activities, by type of activity and personal characteristics: 2001

Characteristic	Overall participation ¹	Type of adult education activity			
		College or university credential programs ¹	Work-related courses	Personal interest courses	Other activities ²
Total	47.4	7.3	29.7	21.3	3.8
Sex					
Male	44.0	7.0	29.0	16.3	4.5
Female	50.5	7.5	30.4	25.9	3.3
Race/ethnicity³					
Asian/Pacific Islander	52.3	‡	34.3	18.2	‡
Black	43.9	7.5	23.4	25.7	4.5
White	48.3	7.0	31.7	21.6	2.4
Hispanic	42.9	7.1	21.6	16.3	12.2
Education					
Less than high school	22.2	0.6	5.7	10.7	10.4
High school diploma or equivalent	34.2	4.0	19.6	15.4	2.7
Some college, including vocational/technical	58.8	11.7	36.5	26.2	3.8
Bachelor's degree or higher	68.1	10.9	50.6	30.4	1.4
Age					
16–24	53.2	12.7	22.3	27.6	13.0
25–34	56.4	15.5	35.1	20.7	6.0
35–44	54.6	7.1	40.9	19.8	3.2
45–54	54.0	4.8	41.4	22.5	1.8
55–64	37.9	‡	23.1	20.5	‡
65 and above	21.4	‡	4.2	18.6	‡
Household income					
\$15,000 or less	28.4	4.5	10.7	15.5	6.4
\$15,001–30,000	35.8	6.6	16.7	16.5	5.8
\$30,001–50,000	48.0	8.3	29.0	21.4	3.9
\$50,001–75,000	56.3	8.0	39.2	24.3	2.3
More than \$75,000	60.3	7.9	44.6	26.2	1.9
Employment/occupation					
Employed in past 12 months	55.3	8.9	39.0	22.0	4.2
Professional or managerial	73.0	13.1	59.4	29.2	‡
Services, sales, or support	55.9	9.2	36.0	23.3	4.7
Trades	34.6	3.9	21.3	11.9	7.1
Not employed in past 12 months	25.8	2.7	4.5	19.4	2.8

‡Reporting standards not met (too few cases).

¹Among those ages 16–24, full-time participation for all or part of the year in a college or university credential program or a vocational or technical diploma program was not counted as an adult education activity.

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

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

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 and above who are not enrolled in elementary or secondary school. See the glossary for a definition of adult education. The sample includes individuals who do not speak English, and this is likely to affect the participation rates for Hispanics. Percentages for individual activities do not sum to the overall participation because individuals may participate in multiple activities. See *supplemental note 1* for more information on educational attainment and employment status.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001), previously unpublished tabulation (January 2003).

Students' Reading and Mathematics Achievement Through 1st Grade

Table 9-1. Children's reading and mathematics scale scores from kindergarten through 1st grade, by mother's education: 1998–2000

Mother's education	Kindergarten			1st grade			Total gain ²
	Fall	Spring	Gain ¹	Fall	Spring	Gain ¹	
	Reading						
Total	23	33	10	38	57	19	34
Less than high school	18	27	9	32	48	16	30
High school diploma or equivalent	20	31	11	36	55	19	35
Some college, including vocational/technical	23	33	10	39	58	19	35
Bachelor's degree or higher	27	37	10	43	63	20	36
	Mathematics						
Total	20	28	8	34	44	10	24
Less than high school	16	23	7	28	39	11	23
High school diploma or equivalent	18	27	9	31	42	11	24
Some college, including vocational/technical	20	29	9	34	45	11	25
Bachelor's degree or higher	24	33	9	39	48	9	24

¹Gain is calculated as the difference from fall to spring for kindergarten and 1st grade, respectively.

²Total gain is calculated as the difference in scale score from fall kindergarten to spring 1st grade.

NOTE: Estimates based on children assessed in English in fall and spring of kindergarten and 1st grade (excludes approximately 19 percent of Asian and 31 percent of Hispanic children). Estimates based on children who entered kindergarten for the first time in fall 1998 and were promoted to 1st grade in fall 1999. The reading scale score ranged from 0–72, and the mathematics score from 0–64. See *supplemental note 3* for more information on the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K).

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten-First Grade Data files, fall 1998 through spring 2000, previously unpublished tabulation (March 2001).

International Comparisons of Reading Literacy in Grade 4

Table 10-1. Average combined reading literacy scale score of 4th-graders, by reading subscale, sex, and country: 2001

Country	Combined reading literacy	Reading subscale		Sex		Female-male difference
		Literary subscale	Informational subscale	Female	Male	
International average	500*	500*	500*	510	490	20
Argentina	420*	419*	422*	428	410	18
Belize	327*	330*	332*	341	314	27
Bulgaria	550	550	551*	562	538	24
Canada ¹	544	545	541	553	536	17
Colombia	422*	425*	424*	428	416	12
Cyprus	494*	498*	490*	506	482	24
Czech Republic	537	535*	536	543	531	12
England ²	553*	559	546*	564	541	22
France	525*	518*	533	531	520	11
Germany	539	537*	538	545	533	13
Greece ²	524*	528*	521*	535	514	21
Hong Kong SAR ³	528*	518*	537	538	519	19
Hungary	543	548	537	550	536	14
Iceland	512*	520*	504*	522	503	19
Iran, Islamic Republic of	414*	421*	408*	426	399	27
Israel ²	509*	510*	507*	520	498	22
Italy	541	543	536	545	537	8
Kuwait ⁴	396*	394*	403*	—	—	—
Latvia	545	537*	547*	556	534	22
Lithuania ²	543	546	540	552	535	17
Macedonia, Republic of	442*	441*	445*	452	431	21
Moldova, Republic of	492*	480*	505*	504	479	25
Morocco ²	350*	347*	358*	361	341	20
Netherlands ²	554*	552	553*	562	547	15
New Zealand	529*	531*	525	542	516	27
Norway	499*	506*	492*	510	489	21
Romania	512*	512*	512*	519	504	14
Russian Federation ²	528*	523*	531	534	522	12
Scotland ²	528*	529*	527	537	519	17
Singapore	528*	528*	527	540	516	24
Slovak Republic	518*	512*	522*	526	510	16
Slovenia	502*	499*	503*	512	491	22
Sweden	561*	559*	559*	572	550	22
Turkey	449*	448*	452*	459	440	19
United States ²	542	550	533	551	533	18

—Not available.

*Significantly different from the United States.

¹Canada is represented by the provinces of Ontario and Quebec only.

²Country did not meet the international sampling and/or other guidelines. For more information, see *supplemental note 5*.

³Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

⁴Differences in scores by sex are not shown here for Kuwait due to low response rates on the questions related to sex. However, the international average includes Kuwait's average scale score.

NOTE: The target population was the upper of the two adjacent grades with the most 9-year-olds. In most countries, this was 4th grade. The international average is the weighted average of the national averages of the 35 countries. For more information on the Progress in International Reading Literacy Study (PIRLS), 2001, see *supplemental note 5*.

SOURCE: Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., and Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries*, exhibits 1.1, 1.3, 2.1, and 2.3. Data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study, 2001.

International Comparisons of Reading Literacy in Grade 4

Table 10-2. Percentage of students reaching PIRLS international benchmarks in combined reading literacy, by country: 2001

Country	Top 10 percent	Upper quarter	Median	Lower quarter
Argentina	2	5	17	46
Belize	0	1	5	16
Bulgaria	21	45	72	91
Canada ¹	16	37	69	93
Colombia	1	3	14	45
Cyprus	6	18	45	77
Czech Republic	10	32	68	93
England ²	24	45	72	90
France	9	26	60	90
Germany	12	34	69	93
Greece ²	10	28	60	89
Hong Kong SAR ³	6	26	64	92
Hungary	13	36	71	94
Iceland	7	23	53	85
Iran, Islamic Republic of	1	4	16	42
Israel ²	11	28	54	79
Italy	14	36	69	92
Kuwait	0	2	10	36
Latvia	12	36	73	96
Lithuania ²	13	36	71	95
Macedonia, Republic of	3	10	28	55
Moldova, Republic of	4	15	42	79
Morocco ²	1	3	8	23
Netherlands ²	14	40	79	98
New Zealand	17	35	62	84
Norway	6	19	48	80
Romania	11	27	54	81
Russian Federation ²	8	27	64	92
Scotland ²	14	32	62	87
Singapore	15	35	64	85
Slovak Republic	7	23	59	88
Slovenia	4	17	48	83
Sweden	20	47	80	96
Turkey	2	7	25	58
United States ²	19	41	68	89

¹Canada is represented by the provinces of Ontario and Quebec only.

²Country did not meet the international sampling and/or other guidelines. For more information, see *supplemental note 5*.

³Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

NOTE: The target population was the upper of the two adjacent grades with the most 9-year-olds. In most countries, this was 4th grade. The international average is the weighted average of the national averages of the 35 countries. For definitions of the reading literacy benchmarks and more information on the Progress in International Reading Literacy Study (PIRLS), 2001, see *supplemental note 5*.

SOURCE: Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., and Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries*, exhibit 3.1. Data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study, 2001.

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

Table 11-1. Average mathematics scale score and percentage of students at or above each mathematics achievement level, by grade: 1990, 1992, 1996, and 2000

Grade and achievement level	1990	1992	1996	2000
	Average scale score			
Grade 4	213*	220*	224*	228
Grade 8	263*	268*	272*	275
Grade 12	294*	299	304*	301
	Percentage at achievement level			
Grade 4				
Below Basic	50*	41*	36*	31
At or above Basic	50*	59*	64*	69
At or above Proficient	13*	18*	21*	26
At Advanced	1*	2*	2	3
Grade 8				
Below Basic	48*	42*	38*	34
At or above Basic	52*	58*	62*	66
At or above Proficient	15*	21*	24*	27
At Advanced	2*	3*	4	5
Grade 12				
Below Basic	42*	36	31*	35
At or above Basic	58*	64	69*	65
At or above Proficient	12*	15	16	17
At Advanced	1	2	2	2

*Significantly different from 2000.

NOTE: See *supplemental note 4* for more information on achievement levels and the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001-517), tables B.1 and B.2. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, and 2000 Mathematics Assessment.

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

Table 11-2. Average mathematics scale score for 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2000

Student and school characteristics	Average scale score		
	Grade 4	Grade 8	Grade 12
Total	228	275	301
Sex			
Male	229	277	303
Female	226	274	299
Race/ethnicity ¹			
American Indian	216	255	293
Asian/Pacific Islander	†	289	319
Black	205	247	274
White	236	286	308
Hispanic	212	253	283
Parents' education			
High school diploma or less	—	262	286
Bachelor's degree or higher	—	287	313
Current mathematics class in 8th grade			
Group 1	—	267	—
Group 2	—	295	—
Mathematics courses taken by 12th grade			
Low-level	—	—	275
Middle-level	—	—	292
High-level	—	—	318
Control			
Public	226	274	300
Private	238	287	315
Location			
Central city	222	268	298
Urban fringe/large town	232	280	304
Rural/small town	227	276	300
Enrollment			
Less than 300	230	281	300
300–999	228	276	301
1,000 or more	217	273	301
Percent of students in school eligible for free or reduced-price lunch			
0–10	243	291	311
11–25	234	285	303
26–50	228	273	297
51–75	218	261	280
76–100	207	248	276

—Not available.

†Not applicable (omitted due to concerns about its accuracy).

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

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP), including descriptions of the 8th- and 12th-grade mathematics course-taking levels. See *supplemental note 7* for information on parents' education and location.

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), tables B.1, B.12, B.14, B.20, and B.22, and previously unpublished tabulations (September 2001) from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

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

Table 11-3. Average mathematics scale score for public school 4th- and 8th-graders in 2000 and change in score since 1992 in grade 4 and since 1990 in grade 8, by state and jurisdiction: 2000

State and jurisdiction	Grade 4		Grade 8	
	Average scale score in 2000	Change from 1992 average scale score	Average scale score in 2000	Change from 1990 average scale score
Nation	226	8*	274	13*
Alabama	218**	10*	262**	9*
Arizona ¹	219**	4	271	11*
Arkansas	217**	7*	261**	5*
California ¹	214**	5*	262**	6*
Connecticut	234**	7*	282**	12*
Georgia	220**	4*	266**	7*
Hawaii	216**	2	263**	12*
Idaho ¹	227	5*	278**	6*
Illinois ¹	225	—	277	16*
Indiana ¹	234**	13*	283**	16*
Iowa ¹	233**	3	—	—
Kansas ¹	232**	—	284**	—
Kentucky	221**	6*	272	14*
Louisiana	218**	14*	259**	13*
Maine ¹	231**	-1	284**	—
Maryland	222**	5*	276	15*
Massachusetts	235**	8*	283**	—
Michigan ¹	231**	11*	278**	14*
Minnesota ¹	235**	7*	288**	12*
Mississippi	211**	9*	254**	—
Missouri	229	6*	274	—
Montana ¹	230	—	287**	6*
Nebraska	226	1	281**	5*
Nevada	220**	—	268**	—
New Mexico	214**	1	260**	3
New York ¹	227	8*	276	15*
North Carolina	232**	20*	280**	30*
North Dakota	231**	2	283**	2
Ohio ¹	231**	12*	283**	19*
Oklahoma	225	5*	272	8*
Oregon ¹	227	—	281**	9*
Rhode Island	225	9*	273	13*
South Carolina	220**	8*	266**	—
Tennessee	220**	9*	263**	—

See notes at end of table.

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

Table 11-3. Average mathematics scale score for public school 4th- and 8th-graders in 2000 and change in score since 1992 in grade 4 and since 1990 in grade 8, by state and jurisdiction: 2000—Continued

State and jurisdiction	Grade 4		Grade 8	
	Average scale score in 2000	Change from 1992 average scale score	Average scale score in 2000	Change from 1990 average scale score
Texas	233**	15*	275	17*
Utah	227	3	275	—
Vermont ¹	232**	—	283**	—
Virginia	230**	10*	277	12*
West Virginia	225	10*	271**	15*
Wyoming	229	4*	277	5*
Other jurisdictions				
American Samoa	157**	—	195**	—
District of Columbia	193**	1	234**	3
DDESS ²	228	—	277	—
DoDDS ³	228	—	278**	—
Guam	184**	-9*	233**	2
Virgin Islands	183**	—	—	—

—Indicates the jurisdiction did not participate in 2000, 1992, or 1990.

*Change in score is statistically significant.

**Significantly different from national average in 2000.

¹Jurisdiction did not meet one or more of the guidelines for school participation in 2000.

²Department of Defense Domestic Dependent Elementary and Secondary Schools.

³Department of Defense Dependent Schools.

NOTE: The NAEP assessment at the state level includes only public schools, while other reported national results in this indicator include both public and private school students. Comparative performance results may be affected by variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2001). *The Nation's Report Card: Mathematics 2000* (NCES 2001–517), tables B.6 and B.7, and previously unpublished tabulations (October 2001) from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

Poverty and Student Mathematics Achievement

Table 12-1. Average mathematics scale score and percentage of public school students in 4th-grade mathematics, by percentage of students in the school eligible for free or reduced-priced lunch and selected student characteristics: 2000

Student characteristic	10 percent or less		11–25 percent		26–50 percent		51–75 percent		More than 75 percent		Total population	
	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent
Total	243	100.0	234	100.0	228	100.0	218	100.0	207	100.0	226	100.0
Language other than English spoken in the home												
Never	244	66.2	235	67.8	230	65.0	220	63.4	207	52.1	228	62.9
Sometimes	243	28.4	236	25.5	228	28.9	217	27.8	209	34.6	226	29.0
Always	240	5.4	219	6.6	219	6.1	209	8.8	208	13.3	215	8.1
Race/ethnicity ¹												
Black	‡	3.0	215	6.8	211	13.3	203	19.0	201	34.4	205	15.1
White	245	83.9	237	81.8	233	70.3	226	55.7	217	31.9	235	64.1
Hispanic	223	6.1	218	8.2	221	13.1	209	21.3	203	27.8	211	15.7
Student is eligible for free or reduced-price lunch												
Eligible	‡	6.6	218	17.5	219	33.8	209	55.6	204	80.5	210	40.6
Not eligible	244	93.4	238	82.5	233	66.2	228	44.4	212	19.5	236	59.4

‡Reporting standards not met (too few cases).

¹Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

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

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment, previously unpublished tabulation (October 2001).

Poverty and Student Mathematics Achievement

Table 12-2. Percentage of 4th-grade students in the school eligible for free or reduced-priced lunch, by selected school and teacher characteristics of public schools: 2000

School and teacher characteristics	Students in school eligible to receive free or reduced-price lunch					Total population
	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent	
Academic orientation						
Average student attitude in school toward achievement						
Very positive	79.5	45.7	34.1	27.9	28.5	43.5
Somewhat positive	20.5	54.3	65.9	61.5	65.3	53.2
Somewhat/very negative	#	#	#	10.6	6.2	3.3
Teacher characteristics						
Teacher is certified in elementary mathematics ¹						
Yes	27.1	39.6	37.6	31.2	22.0	30.3
No	44.1	38.6	38.8	51.7	63.7	47.7
Number of years spent teaching mathematics						
2 years or less	12.9	11.9	13.0	14.1	15.5	14.0
3–5	17.7	14.4	13.9	22.5	17.0	17.1
6–10	11.2	13.4	23.3	20.0	19.3	18.0
11 or more	58.2	60.3	49.9	43.4	48.2	50.9
School climate and discipline						
Physical conflicts in school among students						
Serious/moderate	2.3	9.5	11.0	21.5	22.0	12.7
Minor	50.8	43.1	66.9	54.4	65.3	56.3
Not a problem	46.9	47.4	22.1	24.1	12.7	31.0
Percentage of students absent on a given day						
0–2	49.5	22.2	26.9	25.8	12.7	27.8
3–5	50.5	73.3	57.3	64.2	65.1	61.5
More than 5	#	4.5	15.8	10.0	22.2	10.7
Percentage of teachers who left before the end of the school year						
0	94.1	89.5	69.1	70.6	64.2	76.9
1–2	5.9	9.2	21.9	25.2	30.5	19.2
More than 2	#	1.4	9.0	4.2	5.3	3.9
Enrollment						
Less than 300	15.0	7.4	14.0	13.5	17.3	13.7
300–1,000	84.3	87.6	83.7	82.9	73.5	82.1
More than 1,000	0.7	5.0	2.3	3.6	9.2	4.2
Location						
Central city	9.3	20.7	30.7	27.1	56.2	29.9
Urban fringe/large town	72.7	57.9	39.6	29.1	26.1	45.6
Rural/small town	18.0	21.3	29.7	43.8	17.7	24.5

See notes at end of table.

Poverty and Student Mathematics Achievement

Table 12-2. Percentage of 4th-grade students in the school eligible for free or reduced-priced lunch, by selected school and teacher characteristics of public schools: 2000—Continued

School and teacher characteristics	Students in school eligible to receive free or reduced-price lunch					Total population
	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent	
School resources and social support						
Percentage of parents who participate in open house or back-to-school night						
0–50	5.2	12.7	17.7	23.7	29.2	17.4
51–75	11.5	12.2	38.9	45.8	29.1	28.1
More than 75	83.3	75.1	43.4	30.6	41.7	54.5
Percentage of parents who participate in parent-teacher organizations						
0–25	21.0	29.8	61.6	68.9	70.5	50.2
26–50	18.7	32.0	18.8	20.6	24.3	22.9
More than 50	60.3	38.2	19.6	10.6	5.2	26.9
Percentage of parents who participate in parent-teacher conferences						
0–50	1.1	1.0	9.0	19.5	21.5	10.1
51–75	1.7	18.0	23.1	30.1	27.1	19.6
More than 75	97.2	81.0	67.9	50.4	51.4	70.3
Percentage of students who received Title I funds						
0–10	92.2	76.0	55.2	17.0	1.2	48.7
11–25	7.8	19.7	26.3	9.9	11.3	14.5
26–50	#	4.4	11.4	10.9	7.5	6.7
51–75	#	#	#	9.0	1.3	2.0
More than 75	#	#	7.2	53.2	78.6	28.1

#Rounds to zero.

¹The questionnaire also included a category for "certification not offered in the state."

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). See *supplemental note 1* for information on type of location.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment, previously unpublished tabulation (October 2001).

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

Table 13-1. Average geography scale score by percentile and percentage of students at or above each geography achievement level, by grade: 1994 and 2001

Percentile and achievement level	Grade 4		Grade 8		Grade 12	
	1994	2001	1994	2001	1994	2001
	Average scale score					
Total	206*	209	260*	262	285	285
Percentile						
10th	146*	158	213*	217	244	247
25th	179*	185	237*	241	265	267
50th	211	212	263	265	287	287
75th	237	236	285	286	306	305
90th	257	254	302	303	321	319
	Percentage at achievement level					
Below Basic	30*	26	29*	26	30	29
At or above Basic	70*	74	71*	74	70	71
At or above Proficient	22	21	28	30	27	25
At Advanced	3	2	4	4	2	1

*Significantly different from 2001.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: Geography 2001* (NCES 2002-484), tables B.1, B.2, and B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments.

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

Table 13-2. Average geography scale score of 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2001

Student and school characteristics	Average scale score		
	Grade 4	Grade 8	Grade 12
Total	209	262	285
Sex			
Male	212	264	287
Female	207	260	282
Race/ethnicity ¹			
American Indian	199	261	288
Asian/Pacific Islander	212	266	286
Black	181	234	260
White	222	273	291
Hispanic	184	240	270
Parents' education			
Less than high school	—	241	269
High school diploma or equivalent	—	253	276
Some college, including vocational/technical	—	266	284
Bachelor's degree or higher	—	274	293
Control			
Public	207	261	284
Private	226	274	291
Location			
Central city	199	255	279
Urban fringe/large town	212	265	288
Rural/small town	215	265	284
Percent of students in school eligible for free or reduced-price lunch			
0–10	230	278	294
11–25	223	269	286
26–50	214	263	282
51–75	198	248	268
76–100	176	232	260

—Not available.

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

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). See *supplemental note 1* for information on parents' education and location.

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: Geography 2001* (NCES 2002–484), tables B.1, B.4, B.7, B.12, B.14, and B.16, and previously unpublished tabulation (October 2002). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2001 Geography Assessment.

U.S. History Performance of Students in Grades 4, 8, and 12

Table 14-1. Average U.S. history scale score by percentile and percentage of students at or above each U.S. history achievement level, by grade: 1994 and 2001

Percentile and achievement level	Grade 4		Grade 8		Grade 12	
	1994	2001	1994	2001	1994	2001
	Average scale score					
Total	205*	209	259*	262	286	287
Percentile						
10th	147*	158	217	220	243	246
25th	180*	186	239*	241	265	266
50th	210	212	261	264	288	288
75th	234	235	282*	285	309	309
90th	253	255	299*	303	326	327
	Percentage at achievement level					
Below Basic	36*	33	39*	36	57	57
At or above Basic	64*	67	61*	64	43	43
At or above Proficient	17	18	14*	17	11	11
At Advanced	2	2	1*	2	1	1

*Significantly different from 2001.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002-483), tables B.1, B.2, and B.3. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

U.S. History Performance of Students in Grades 4, 8, and 12

Table 14-2. Average U.S. history scale score of 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2001

Student and school characteristics	Average scale score		
	Grade 4	Grade 8	Grade 12
Total	209	262	287
Sex			
Male	209	264	288
Female	209	261	286
Race/ethnicity ¹			
American Indian	197	249	277
Asian/Pacific Islander	213	267	295
Black	188	243	269
White	220	271	292
Hispanic	186	243	274
Parents' education			
Less than high school	—	243	269
High school diploma or equivalent	—	253	274
Some college, including vocational/technical	—	265	286
Bachelor's degree or higher	—	275	298
Control			
Public	207	260	286
Private	226	279	298
Location			
Central city	199	257	283
Urban fringe/large town	211	265	292
Rural/small town	215	263	284
Percent of students in school eligible for free or reduced-price lunch			
0–10	231	278	298
11–25	219	266	288
26–50	212	262	283
51–75	200	252	272
76–100	181	237	264

—Not available.

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

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). See *supplemental note 1* for information on parents' education and location.

SOURCE: U.S. Department of Education, NCES. (2002). *The Nation's Report Card: U.S. History 2001* (NCES 2002–483), tables B.1, B.4, B.7, B.12, B.14, and B.16, and previously unpublished tabulation (October 2002). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2001 U.S. History Assessment.

Voting Participation

Table 15-1. Percentage of U.S. citizens ages 18 and older who reported being registered to vote and voting, by educational attainment and selected characteristics: November 2000

Characteristic	Less than high school		High school diploma or equivalent		Some college, including vocational/technical		Bachelor's degree or higher		Total	
	Registered	Voted	Registered	Voted	Registered	Voted	Registered	Voted	Registered	Voted
Total	52.2	38.4	63.9	52.5	73.3	63.1	83.2	77.5	69.5	59.5
Sex										
Male	50.2	37.9	61.1	49.7	72.2	61.4	82.5	76.6	68.0	58.1
Female	54.2	38.9	66.3	54.8	74.2	64.6	84.0	78.4	70.9	60.7
Age										
18–24	28.9	17.7	43.2	28.2	60.8	45.0	75.3	61.3	50.7	36.1
25–34	38.1	21.7	52.5	37.7	65.7	52.4	77.8	68.4	63.3	50.5
35–44	43.4	27.7	62.6	50.4	74.7	65.3	83.2	78.2	70.2	60.5
45–54	48.6	35.5	66.9	56.7	78.9	70.9	85.2	81.2	74.3	66.3
55–64	59.9	46.6	74.7	66.5	82.8	77.8	87.7	84.5	77.2	70.1
65 and above	67.8	53.8	78.6	70.0	86.3	80.9	88.4	84.8	78.4	69.6
Race/ethnicity¹										
American Indian	51.8	32.7	56.2	43.0	61.9	53.6	73.0	68.0	58.8	46.7
Asian/Pacific Islander	34.2	28.1	45.1	35.3	46.6	36.6	64.5	56.2	52.1	43.3
Black	59.0	44.2	62.6	51.7	72.7	62.3	81.2	75.6	67.6	56.9
White	52.4	38.3	65.3	54.0	74.9	65.0	84.6	79.1	71.6	61.8
Hispanic	46.0	34.1	55.5	41.8	65.0	52.3	77.7	69.5	57.3	45.1
Family income										
Less than \$15,000	51.8	34.9	58.7	42.0	63.5	50.6	70.7	62.0	57.3	41.6
\$15,000–29,999	56.7	41.7	64.4	52.4	73.7	61.0	79.1	69.2	65.9	53.1
\$30,000–49,999	53.5	39.5	67.6	56.2	78.3	67.7	84.9	79.7	71.9	61.3
\$50,000–74,999	49.4	38.1	72.5	61.1	79.4	69.7	88.6	83.5	77.9	68.7
\$75,000 or more	51.0	37.4	71.5	63.4	79.7	70.4	89.9	84.8	82.1	74.9
Length of residence										
Less than 1 month	35.8	20.5	47.5	27.2	58.1	39.0	76.8	64.1	54.1	36.3
1–6 months	36.1	19.6	50.1	33.3	64.8	48.7	81.1	69.9	60.3	45.2
7–11 months	39.1	22.9	49.3	34.4	67.3	50.1	83.8	75.4	61.6	47.4
1–2 years	45.9	29.4	59.3	45.2	73.7	62.1	87.3	78.9	70.0	58.0
3–4 years	51.5	36.8	67.3	52.9	79.4	67.3	90.7	84.7	75.1	63.5
5 years or longer	65.1	50.4	78.3	67.5	85.8	76.8	94.4	89.9	81.9	72.4
Employment status										
Employed	46.0	31.9	62.2	50.3	73.5	62.9	83.5	77.5	70.4	60.5
Unemployed	36.1	21.9	48.2	33.7	62.3	53.2	78.8	69.9	52.3	39.8
Not in labor force	57.3	43.7	68.3	58.1	73.6	64.5	82.6	78.0	68.9	58.9

See notes at end of table.

Voting Participation

Table 15-1. Percentage of U.S. citizens ages 18 and older who reported being registered to vote and voting, by educational attainment and selected characteristics: November 2000—Continued

Characteristic	Less than high school		High school diploma or equivalent		Some college, including vocational/technical		Bachelor's degree or higher		Total	
	Registered	Voted	Registered	Voted	Registered	Voted	Registered	Voted	Registered	Voted
Citizenship										
U.S. born	52.6	38.1	64.3	52.7	73.9	63.7	84.4	78.7	70.2	60.0
Naturalized	49.2	41.8	54.3	46.8	59.9	51.5	67.7	60.6	58.1	50.6
Region										
Northeast	54.9	41.7	64.4	54.0	71.5	62.2	82.9	76.7	69.8	60.5
Midwest	56.4	43.3	67.3	55.9	77.1	67.6	86.2	80.8	73.0	63.2
South	52.0	36.0	64.1	51.2	74.2	62.2	83.4	77.1	69.0	57.2
West	44.9	35.2	57.9	48.3	69.4	60.6	80.5	75.6	66.2	58.1

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

NOTE: The survey sample includes the civilian, noninstitutionalized population. Information was collected from respondents 2 weeks after the election. These estimates may differ from administrative data or data from exit polls. See *supplemental note 2* for further information.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 2000 Voting and Registration Supplement, previously unpublished tabulation (December 2002).

Table 15-2. Percentage of U.S. citizens ages 18 and older who reported being registered to vote and voting, by educational attainment and type of election and year: 1994–2000

Type of election and year	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher	Total
Reported being registered to vote					
Presidential election					
2000	52.2	63.9	73.3	83.2	69.5
1996	54.2	65.5	76.1	85.3	70.9
Congressional election					
1998	51.2	61.9	71.4	80.3	67.1
1994	51.5	62.4	71.7	81.5	67.1
Reported voting					
Presidential election					
2000	38.4	52.5	63.1	77.5	59.5
1996	38.8	51.7	63.1	77.0	58.4
Congressional election					
1998	29.6	39.2	48.3	61.1	45.3
1994	30.7	42.9	51.5	67.4	48.3

NOTE: The survey sample includes the civilian, noninstitutionalized population. Years in which the president is elected, as well as congressional, state, and local officials, are called "presidential elections." Off years, in which congressional, state, and local officials are elected but the president is not, are called "congressional elections." For each year, information was collected from respondents 2 weeks after the election. These estimates may differ from administrative data or data from exit polls. See *supplemental note 2* for further information.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November Voting and Registration Supplement, various years, previously unpublished tabulation (December 2002).

Voting Participation

Table 15-3. Percentage of U.S. citizens ages 18–24 who reported being registered to vote and voting, by sex, race/ethnicity, and enrollment status: November 2000

Enrollment status	Total	Sex		Race/ethnicity ¹			
		Male	Female	Black	White	Hispanic	
		Reported being registered to vote					
Total	50.7	47.9	53.4	51.5	52.9	38.5	
Enrolled in high school	30.0	31.1	28.5	‡	35.0	‡	
Enrolled in college	62.7	60.4	64.7	63.2	65.2	51.4	
Full time	63.5	61.7	64.9	61.5	66.3	52.3	
Part time	58.6	53.7	63.5	71.5	58.2	47.3	
Not enrolled in school	50.7	47.8	53.4	51.9	52.7	39.3	
18–20 years old	43.7	41.7	45.7	43.9	46.0	32.7	
21–24 years old	55.4	52.0	58.6	57.4	57.1	44.3	
Less than a bachelor's degree	48.2	45.6	50.8	50.8	49.7	39.1	
Bachelor's degree or higher	75.9	75.7	76.0	70.6	78.9	‡	
		Reported voting					
Total	36.1	34.0	38.2	36.2	38.1	25.6	
Enrolled in high school	24.4	27.0	20.8	‡	29.7	‡	
Enrolled in college	48.0	45.5	50.1	49.5	49.8	38.0	
Full time	48.3	46.5	49.8	48.1	50.5	37.8	
Part time	46.4	40.3	52.4	56.4	45.4	‡	
Not enrolled in school	35.7	33.6	37.7	35.4	37.5	26.5	
18–20 years old	30.2	29.5	30.8	27.5	32.3	23.1	
21–24 years old	39.4	36.5	42.2	40.7	41.1	29.1	
Less than a bachelor's degree	33.1	31.4	34.9	33.9	34.5	26.1	
Bachelor's degree or higher	61.7	61.5	61.9	58.1	64.2	‡	

‡Reporting standards not met (too few cases).

¹Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: The survey sample includes the civilian, noninstitutionalized population. Information was collected from respondents 2 weeks after the election. These estimates may differ from administrative data or data from exit polls. See *supplemental note 2* for further information. Included in the totals but not shown separately are other racial/ethnic groups; see *supplemental note 1* for more information on the racial/ethnic categories.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), November 2000 Voting and Registration Supplement, unpublished tabulations (December 2002).

International Civic Participation

Table 16-1. Percentage of 9th-grade students who reported participating in various civic-related organizations, by country: 1999

Country	Student government ¹	Youth organization affiliated with a political party or union	Environmental organization	Human rights organization	Group conducting voluntary activities to help the community	Charity collecting money for social cause
International average	28*	5*	15*	6	18*	28*
Australia	34	4*	19*	4	33*	47*
Belgium-French	22*	6*	15*	8	17*	26*
Bulgaria	14*	4*	9*	9	8*	12*
Chile	19*	4*	21	5	33*	24*
Colombia	24*	4*	40*	13*	34*	26*
Cyprus	57*	25*	20	22*	22*	48*
Czech Republic	13*	1*	13*	2*	22*	18*
Denmark	44*	4*	6*	5	32*	63*
England	19*	6*	13*	5	25*	55*
Estonia	21*	3*	8*	4	8*	10*
Finland	22*	2*	6*	2*	6*	24*
Germany	13*	5*	10*	2*	16*	23*
Greece	59*	9	32*	16*	29*	53*
Hong Kong SAR	45*	5*	12*	6	34*	37
Hungary	32	4*	28	3*	23*	18*
Italy	16*	3*	7*	3*	8*	6*
Latvia	18*	2*	7*	5	12*	9*
Lithuania	23*	1*	16*	4	7*	14*
Norway	47*	6*	16*	6	18*	84*
Poland	19*	1*	14*	3*	5*	9*
Portugal	25*	2*	25	10*	9*	20*
Romania	37	2*	13*	8	10*	13*
Russian Federation	43*	2*	12*	4	11*	7*
Slovak Republic	3*	1*	5*	1*	6*	5*
Slovenia	18*	1*	15*	4	11*	33*
Sweden	49*	7	15*	5	8*	25*
Switzerland	8*	4*	10*	3*	12*	27*
United States	33	10	24	6	50	40

*Significantly different from the United States.

¹Student government includes student council, student government, and class or school parliament.

NOTE: Countries were instructed to select the grade in which most 14-year-olds were enrolled at the time of the study. In the United States, as in most countries, this was 9th grade. See *supplemental note 5* for more information.

SOURCE: Torney-Purta, J., Lehmann, R., Oswald, H., and Schulz, W. (2001). *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*, table 7.2. Data from the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study, 1999.

Status Dropout Rates, by Race/Ethnicity

Table 17-1. Status dropout rates of 16- to 24-year-olds, by race/ethnicity: October 1972–2001

Year	Race/ethnicity (percent) ¹			
	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

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

NOTE: Numbers for years 1987 through 2001 reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items. Numbers for years 1992 through 2001 reflect new wording of the educational attainment item in the CPS beginning in 1992. Numbers for years 1994 through 2001 reflect changes in the CPS due to newly instituted computer-assisted interviewing and the change in the population controls used in the 1990 Census-based estimates, with adjustments for undercounting in the 1990 Census. See *supplemental note 2* for more information.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

Status Dropout Rates, by Race/Ethnicity

Table 17-2. Status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2001

Characteristic	Status dropout rate (percent)	Number of status dropouts (thousands)	Population (thousands)	Percent of all dropouts	Percent of population
Total	10.7	3,774	35,195	100.0	100.0
Sex					
Male	12.2	2,151	17,645	57.0	50.1
Female	9.3	1,623	17,549	43.0	49.9
Race/ethnicity¹					
Asian/Pacific Islander	3.6	53	1,487	1.4	4.2
Black	10.9	557	5,111	14.7	14.7
White	7.3	1,677	22,903	44.4	66.0
Hispanic	27.0	1,442	5,350	38.2	15.2
Age					
16	4.2	168	3,984	4.4	11.3
17	5.6	2,151	4,060	57.0	11.5
18	12.9	1,623	3,975	43.0	11.3
19	12.5	528	4,227	14.0	12.0
20–24	12.3	2,336	18,949	61.9	53.8
Immigration status					
Born outside the 50 states and the District of Columbia					
Hispanic	43.4	980	2,261	26.0	6.4
Non-Hispanic	6.2	125	2,001	3.3	5.7
First generation ²					
Hispanic	15.4	267	1,735	7.1	4.9
Non-Hispanic	4.8	92	1,917	2.4	5.4
Second generation or more ³					
Hispanic	14.4	195	1,353	5.2	3.8
Non-Hispanic	8.2	2,116	25,927	56.1	73.7
Region					
Northeast	8.8	543	6,133	14.4	17.4
Midwest	8.6	717	8,288	19.0	23.5
South	13.1	1,643	12,527	43.5	35.6
West	10.6	872	8,248	23.1	23.4

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

²Individuals 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.

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

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

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 2001.

Immediate Transition to College

Table 18-1. Percentage of high school completers who were enrolled in college the October after completing high school, by family income and race/ethnicity: October 1972–2001

October	Family income ¹					Race/ethnicity ²				
	Total	Low		Middle	High	White	Black		Hispanic	
		Annual	3-year average		Annual		Annual	Annual	3-year average	
1972	49.2	26.1	(³)	45.2	63.8	49.7	44.6	(³)	45.0	(³)
1973	46.6	20.3	(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	(³)	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	61.5	50.4	44.0	56.9	79.3	62.9	55.6	51.3	62.2	55.7
1994	61.9	41.0	41.2	57.8	78.4	64.5	50.8	52.4	49.1	55.0
1995	61.9	34.2	41.5	56.1	83.4	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	60.8	82.2	68.2	58.5	58.8	65.6	55.3
1998	65.6	46.4	50.9	64.9	77.3	68.5	61.9	59.8	47.4	51.9
1999	62.9	49.4	48.5	59.5	76.0	66.3	58.9	58.6	42.3	47.4
2000	63.3	49.7	47.8	59.4	77.1	65.7	54.9	56.3	52.9	48.6
2001	61.7	43.8	(³)	56.5	79.8	64.2	54.6	(³)	51.7	(³)

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

¹Low 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 1* for further discussion.

²Included 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.

³Due 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 1973 is the average percentage of Black high school completers ages 16–24 who were enrolled in college the October after completing high school in 1972, 1973, and 1974. Thus, 3-year averages cannot be calculated for 1972 and 2001 and for groups of 3 years in which some data are not available (e.g., 1973–75 for the low-income category).

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

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

Immediate Transition to College

Table 18-2. Percentage distribution of high school completers who were enrolled in college the October after completing high school according to sex and type of institution: October 1972–2001

October	Male			Female		
	Total	2-year	4-year	Total	2-year	4-year
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	58.7	22.4	36.3	64.0	22.4	41.6
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

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

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

Immediate Transition to College

Table 18-3. Percentage of high school completers who were enrolled in college the October after completing high school, by parents' highest level of education: October 1990–2001

Parents' education ¹	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Total	60.1	62.5	61.9	61.5	61.9	61.9	65.0	67.0	65.6	62.9	63.3	61.7
Less than high school	33.9	42.6	33.1	47.1	43.0	27.3	45.0	51.4	49.8	36.3	44.4	39.0
High school diploma or equivalent	49.0	51.0	55.5	52.3	49.9	47.0	56.1	61.7	57.2	54.4	51.8	51.9
Some college, including vocational/technical	65.6	67.5	67.5	62.7	65.0	70.2	66.6	62.6	67.7	60.3	63.8	62.0
Bachelor's degree or higher	83.1	87.2	81.3	87.9	82.5	87.7	85.2	86.1	82.3	82.2	81.2	81.3
Not available ²	47.7	42.1	38.0	42.0	43.1	30.8	45.6	51.3	50.1	53.1	50.5	41.9

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

²Parents' education is not available for those who do not live with their parents and who are classified as the head of the household (not including those who live in college dormitories) and for those whose parents' educational attainment was not reported. In 2001, approximately 11 percent of high school completers ages 16–24 were in this category.

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

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972–2001.

Transfers From Community Colleges to 4-Year Institutions

Table 19-1. Percentage distribution of students beginning at public 2-year institutions in 1995–96 by initial degree goal and student characteristics, percentage who transferred to a 4-year institution, percentage of transfers who completed an associate's degree first, and percentage of transfers who persisted through June 2001

Student characteristics	Percentage distribution of beginning students	Percentage who transferred to a 4-year institution	Percentage of transfers to 4-year institutions who completed an associate's degree first	Percentage of transfers to 4-year institutions who persisted to a bachelor's degree		
				Total	Persistence status	
					Completed degree	Still enrolled ¹
Total	100.0	28.9	33.3	78.9	34.7	44.3
All beginning students						
Initial degree goal in 1995–96						
Bachelor's degree	24.8	50.8	18.8	82.3	44.0	38.3
Associate's degree	48.9	26.5	50.6	78.6	29.1	49.5
Certificate [†]	10.8	1.0	‡	‡	‡	‡
No degree [†]	15.6	21.1	19.4	72.8	27.6	45.2
Beginning students with associate's or bachelor's degree goals						
Total	100.0	34.6	34.9	80.4	36.4	44.0
Initial degree goal in 1995–96						
Bachelor's degree	33.6	50.8	18.8	82.3	44.0	38.3
Associate's degree	66.4	26.5	50.6	78.6	29.1	49.5
Enrollment after high school graduation						
Started college the same year	60.7	43.4	35.0	79.6	39.6	40.1
Delayed starting college	39.4	21.9	36.9	81.6	29.2	52.4
Attendance pattern through 2001 ²						
Always attended full time	28.3	44.6	41.7	78.9	52.0	26.9
Did not always attend full time	71.7	30.7	31.0	81.3	27.5	53.8
Parents' education						
Bachelor's degree or higher	31.1	52.5	29.5	84.3	38.8	45.5
No bachelor's degree	68.9	27.6	40.5	76.6	31.5	45.1
Sex						
Male	49.3	41.2	32.3	78.0	30.1	47.9
Female	50.7	28.3	38.5	83.8	45.3	38.5
Dependency						
Independent	27.6	18.7	24.6	85.3	29.9	55.4
Dependent	72.4	41.3	36.8	79.9	37.7	42.2
Family income of dependent students						
Low quartile	28.7	35.3	46.1	77.9	25.9	52.0
Middle quartiles	50.1	41.3	36.7	79.2	37.7	41.6
High quartile	21.2	49.7	28.0	83.1	49.2	33.9

¹Interpret data with caution (estimates are unstable).

[†]Reporting standards not met (too few cases).

[‡]Enrolled at a 4-year institution without a bachelor's degree in June 2001.

²Only students who reported attending full time during all the months in which they were enrolled are categorized as always attending full time. Students who did not always attend full time include students who always attended part time or who attended a mixture of full and part time.

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

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Institutional Retention and Student Persistence at 4-Year Institutions

Table 20-1. Percentage distribution of 1995–96 first-time beginning students at 4-year institutions according to highest degree attained and 6-year retention and transfer status at the first and at all institutions attended as of June 2001, by first institution type

Enrollment status or degree attainment	All 4-year beginners	First 4-year institution type and highest offering					
		Public 4-year institution			Private not-for-profit 4-year institution		
		Total	Nondoctorate granting	Doctorate granting	Total	Nondoctorate granting	Doctorate granting
Retention and attainment at the first institution attended							
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Attained bachelor's degree	55.3	50.0	40.3	55.2	65.3	62.0	71.4
Attained associate's degree or certificate	1.6	1.8	2.9	1.2	0.9	1.2	‡
No degree, still enrolled at first institution	6.8	8.7	9.9	8.1	3.5	3.2	3.9
Left postsecondary education from first institution	13.2	15.2	19.0	13.2	9.3	10.2	7.6
Transferred from first institution	23.2	24.3	27.9	22.4	21.1	23.5	16.8
Persistence and attainment anywhere							
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Attained bachelor's degree	62.7	57.3	48.9	61.8	73.0	69.6	79.3
Attained associate's degree or certificate	4.8	5.3	7.0	4.3	3.1	3.6	‡
No degree, enrolled at a 4-year institution	11.9	14.6	16.3	13.7	7.2	7.2	7.1
No degree, enrolled at a less-than-4-year institution	2.4	2.6	2.6	2.6	2.0	2.4	1.2
Left postsecondary education	18.3	20.3	25.2	17.6	14.7	17.2	10.1

‡Reporting standards not met (too few cases).

NOTE: Only those students with a bachelor's degree goal are included. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Time to Bachelor's Degree Completion

Table 21-1. Average number of months between postsecondary entry and degree completion among 1999–2000 first-time recipients of bachelor's degrees who did not stop out of college for 6 months or more, by control of degree-granting institution and selected characteristics

Characteristic	Percent in category	Control of degree-granting institution		
		Total ¹	Public	Private not-for-profit
Total	100.0	55.4	57.2	51.5
Number of institutions attended				
One	53.8	50.7	52.9	47.0
Two	33.7	58.9	59.5	56.7
Three or more	12.6	66.7	67.6	61.8
Type of first institution ²				
Public 2-year	14.0	71.1	68.7	74.5
Public 4-year	53.5	54.5	54.2	65.3
Private not-for-profit 4-year	31.6	49.7	66.1	48.1
Parents' educational attainment				
High school or less	22.6	61.8	62.7	58.3
Some college, including vocational/technical	20.0	55.7	57.6	51.8
Bachelor's degree	26.2	53.6	54.8	50.9
Master's degree or equivalent	18.6	51.4	52.9	48.7
Doctoral/professional degree	12.5	49.6	51.2	47.1
Age as of 12/31/99				
22 or younger	68.1	47.4	48.5	45.9
23–24	21.8	60.7	61.0	59.9
25–29	6.2	82.5	82.2	82.9
30 or older	3.9	123.3	127.5	118.3
Time between high school graduation and postsecondary entry				
Less than 12 months	89.3	54.3	56.3	50.4
12–23 months	4.6	57.2	58.4	51.6
24–59 months	3.1	72.5	74.0	70.2
60 months or more	3.0	69.6	66.8	71.9
Cumulative undergraduate GPA				
Less than 2.50	9.1	61.2	63.6	54.1
2.50–2.99	26.2	57.1	59.0	51.8
3.00–3.49	37.6	54.2	56.1	50.0
3.50 or higher	27.0	53.8	53.8	52.7

¹Included in the total but not shown separately are graduates of private for-profit institutions.

²Included in the total but not shown separately are graduates who began at other types of institutions.

NOTE: Sixty-nine percent of first-time recipients of bachelor's degrees had not stopped out of college for 6 months or more. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Postsecondary Attainment of 1988 8th-Graders

Table 22-1. Percentage distribution of 1988 8th-graders according to their educational attainment, by selected student characteristics: 2000

Selected student characteristics	No postsecondary education	Some postsecondary education, but no bachelor's degree	Bachelor's or higher degree
Total	23.6	46.7	29.6
Student characteristics in 8th grade			
Sex			
Male	26.3	46.8	26.9
Female	21.0	46.7	32.3
Race/ethnicity ¹			
American Indian	34.5	55.2	10.3
Asian or Pacific Islander	4.6	43.7	51.7
Black	23.1	59.7	17.1
White	22.9	42.5	34.6
More than one race	23.6	58.1	18.3
Hispanic	29.9	54.9	15.2
Family socioeconomic status ²			
Lowest quartile	47.5	45.1	7.3
Middle two quartiles	22.6	53.2	24.2
Highest quartile	3.7	35.9	60.4
Mother's attainment preference for student			
High school diploma or less	60.6	36.5	2.9
Some college, including vocational/technical	34.2	54.5	11.2
Bachelor's degree	16.7	45.7	37.6
Graduate school	15.2	46.0	38.8
Risk factors for dropping out of school ³			
None	16.3	43.5	40.2
One	26.0	52.0	22.0
Two	40.1	49.5	10.4
Three or more	46.8	48.8	4.5

See notes at end of table.

Postsecondary Attainment of 1988 8th-Graders

Table 22-1. Percentage distribution of 1988 8th-graders according to their educational attainment, by selected student characteristics: 2000—Continued

Selected student characteristics	No postsecondary education	Some postsecondary education, but no bachelor's degree	Bachelor's or higher degree
School experiences, 8th to 12th grades			
Mathematics achievement in 8th grade ⁴			
Lowest quartile	41.7	51.2	7.2
Middle two quartiles	24.0	51.2	24.8
Highest quartile	6.5	34.8	58.7
Studied algebra in 8th grade			
Yes	12.3	40.3	47.4
No	29.4	48.9	21.7
Studied precalculus by 12th grade			
Yes	1.5	25.2	73.3
No	25.2	50.8	24.0
Studied calculus by 12th grade			
Yes	0.8	18.7	80.5
No	24.0	50.1	25.9
School sector in 8th grade			
Public	25.9	47.6	26.4
Private	6.8	40.2	53.0
Extracurricular participant, 12th grade			
Yes	12.7	46.2	41.0
No	40.0	47.5	12.5
High school completion status by 2000			
High school diploma	15.7	48.9	35.4
GED certificate	40.6	56.8	2.6
No diploma or equivalent	85.7	14.3	#

#Rounds to zero.

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

²The SES variable has five equally weighted, standardized components: father's education, mother's education, family income, father's occupation, and mother's occupation.

³Risk factors, measured in 8th grade, were living in a single-parent household; having a low-income family; having parents who had not graduated from high school; having an older sibling who dropped out of school; spending 3 or more hours alone at home after school per day; and having limited English proficiency.

⁴Quartile rankings are based on the student's mathematics achievement test score in 8th grade.

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

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Postsecondary Attainment of 1988 8th-Graders

Table 22-2. Percentage of 1988 8th-graders with selected characteristics who had completed a bachelor's or higher degree by 2000

Selected student characteristics in 8th grade	Studied algebra in 8th grade		8th-grade mathematics achievement ¹		Sector of 8th-grade school	
	Yes	No	High quartile	Low quartile	Public	Private
Total	47.4	21.7	58.7	7.2	26.4	53.0
Family socioeconomic status ²						
Lowest quartile	15.0	5.6	28.8	2.9	6.7	24.4
Middle two quartiles	38.8	18.4	46.6	6.7	22.4	39.1
Highest quartile	71.3	50.9	74.1	30.3	57.6	70.4
Mother's attainment preference for student						
Less than bachelor's degree	13.4	8.4	26.1	5.4	7.2	29.7
Bachelor's degree or higher	54.4	29.0	63.1	9.3	34.8	56.8
Risk factors for dropping out of school ³						
None	56.3	30.8	62.9	12.4	37.2	56.5
One	35.5	16.4	51.5	6.0	19.2	45.1
Two or more	22.8	5.5	29.7	3.4	7.9	35.1
Selected student characteristics in 8th grade	Studied precalculus by 12th grade		Studied calculus by 12th grade		Extracurricular participant in 12th grade	
	Yes	No	Yes	No	Public	Private
Total	73.3	24.0	80.5	25.9	41.0	12.5
Family socioeconomic status ²						
Lowest quartile	46.1	6.1	65.8	6.3	13.3	2.7
Middle two quartiles	65.2	20.3	67.0	22.4	33.2	10.6
Highest quartile	82.9	51.8	90.4	52.9	67.9	38.0
Mother's attainment preference for student						
Less than bachelor's degree	48.9	7.9	53.9	8.5	15.3	3.7
Bachelor's degree or higher	74.7	31.6	82.4	33.4	47.7	18.1
Risk factors for dropping out of school ³						
None	78.4	33.2	84.7	35.3	50.1	19.2
One	63.2	17.1	66.9	19.4	30.7	11.1
Two or more	42.1	8.2	68.3	7.9	16.2	3.0

¹Quartile rankings are based on the student's mathematics achievement test score in 8th grade.

²The SES variable has five equally weighted, standardized components: father's education, mother's education, family income, father's occupation, and mother's occupation.

³Risk factors, measured in 8th grade, were living in a single-parent household; having a low-income family; having parents who had not graduated from high school; having an older sibling who dropped out of school; spending 3 or more hours alone at home after school per day; and having limited English proficiency.

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Persistence and Attainment of Students With Pell Grants

Table 23-1. Percentage distribution of 1995–96 low- and middle-income beginning postsecondary students according to their academic preparation, by receipt of Pell Grant and type of institution

Characteristics of academic preparation	Total	Pell recipients ¹	Nonrecipients
Total	100.0	100.0	100.0
Less-than-4-year institutions			
High school graduation status ²			
High school diploma	85.3	77.1	90.0
GED or certificate	10.5	16.6	7.0
Did not graduate from high school	4.2	6.3	3.0
4-year institutions			
SAT/ACT composite score ³			
Low quartile (400–700)	16.4	24.7	12.0
Middle quartiles (710–1020)	54.3	54.3	54.3
High quartile (1030–1600)	29.3	21.0	33.7
High school curriculum ⁴			
Core or lower	33.9	37.9	31.7
Mid-level	51.2	50.5	51.7
Rigorous	14.9	11.6	16.7

¹Received Pell Grant in 1995–96.

²Less-than-4-year institutions only. "GED" stands for General Educational Development certificate.

³The SAT/ACT composite score variable is the sum of the verbal and mathematics scores on the SAT. If the ACT examination was taken, the ACT score was converted to an estimated SAT combined score.

⁴Curriculum levels are described in *supplemental note 6*.

NOTE: Detail may not sum to totals because of rounding. Low- and middle-income students include all dependent students whose parents had an annual income of less than \$70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than \$25,000 in 1994.

SOURCE: Wei, C.C., and Horn, L. (2002). *Persistence and Attainment of Beginning Students With Pell Grants* (NCES 2002–169), table 6. Data from U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Persistence and Attainment of Students With Pell Grants

Table 23-2. Among 1995–96 low- and middle-income beginning postsecondary students, percentage with each risk factor, by receipt of Pell Grant and type of institution

Receipt of Pell Grant ¹	No high school diploma	Delayed enrollment ²	Financially independent	Dependents other than a spouse	Single parent	Enrolled part time	Worked more than 35 hours per week
	Total ³						
Total	10.2	37.9	26.4	15.7	11.1	28.0	23.0
Pell recipients	15.4	46.4	37.7	27.0	20.5	19.1	17.4
Nonrecipients	7.2	33.0	19.7	9.0	5.6	33.2	26.2
	Public 2-year						
Total	11.8	43.7	31.2	18.7	12.5	46.1	33.2
Pell recipients	17.9	56.9	46.5	34.3	25.8	32.2	23.8
Nonrecipients	9.2	38.2	24.7	12.0	6.9	51.8	36.9
	Public 4-year						
Total	2.2	21.0	7.4	3.5	2.5	10.2	10.6
Pell recipients	2.5	23.7	11.4	7.1	5.4	10.0	9.6
Nonrecipients	2.1	19.4	5.2	1.4	0.8	10.3	11.2
	Private not-for-profit 4-year						
Total	3.1	19.0	9.3	3.5	2.3	7.2	10.2
Pell recipients	5.9	20.5	12.7	5.9	4.3	6.9	9.6
Nonrecipients	1.4	18.2	7.3	2.2	1.2	7.4	10.5

¹Received Pell Grant in 1995–96.

²Delayed enrollment means that the student did not enter postsecondary education in the same calendar year that he or she finished high school.

³Includes all beginning postsecondary students, including those in institutions not shown separately.

NOTE: Low- and middle-income students include all dependent students whose parents had an annual income of less than \$70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than \$25,000 in 1994.

SOURCE: Wei, C.C., and Horn, L. (2002). *Persistence and Attainment of Beginning Students With Pell Grants* (NCES 2002–169), table 10. Data from U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Persistence and Attainment of Students With Pell Grants

Table 23-3. Among 1995–96 low- and middle-income beginning postsecondary students, percentage distribution according to persistence and attainment by 2001, by receipt of Pell Grant and type of institution first attended

Receipt of Pell Grant ¹	Total	Attained or still enrolled				No degree, not enrolled
		Total	Bachelor's degree	Associate's degree or certificate	No degree, still enrolled in 2001	
		Total ²				
Total	100.0	63.9	24.2	24.9	14.8	36.1
Pell recipients	100.0	65.2	23.1	28.5	13.6	34.8
Nonrecipients	100.0	62.9	25.0	22.3	15.6	37.1
		Public 2-year				
Total	100.0	54.0	8.8	27.9	17.4	46.0
Pell recipients	100.0	56.1	9.3	31.7	15.1	44.0
Nonrecipients	100.0	53.0	8.5	25.9	18.5	47.0
		Private for-profit less-than-4-year				
Total	100.0	63.1	0.5	59.4	3.1	36.9
Pell recipients	100.0	61.6	0.6	57.7	3.2	38.4
Nonrecipients	100.0	66.3	0.3	63.1	2.9	33.7
		Public 4-year				
Total	100.0	75.7	49.1	8.0	18.6	24.4
Pell recipients	100.0	75.2	46.3	8.2	20.8	24.8
Nonrecipients	100.0	76.0	51.4	7.8	16.8	24.0
		Private not-for-profit 4-year				
Total	100.0	79.2	62.8	5.7	10.7	20.8
Pell recipients	100.0	77.1	56.5	7.7	13.0	22.9
Nonrecipients	100.0	81.0	68.1	4.1	8.8	19.0

¹Received Pell Grant by 1998.

²Includes all beginning postsecondary students, including those in types of institutions not shown separately.

NOTE: Low- and middle-income students include all dependent students whose parents had an annual income of less than \$70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than \$25,000 in 1994. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Trends in English and Foreign Language Coursetaking

Table 24-1. Percentage distribution of high school graduates according to the type of English courses completed: Selected years 1982–2000

Year	No English ²	Low academic level ³	Regular English (no low level or honors) courses	Advanced academic level ¹			Total
				Less than 50 percent of courses	50–74 percent of courses	75–100 percent of courses	
1982	0.1	10.0	76.7	6.1	3.3	3.8	13.3
1987	0.7	22.1	55.6	7.9	5.0	8.7	21.5
1990	0.6	19.6	60.2	7.0	3.6	9.1	19.6
1992	0.2	18.0	57.3	7.6	5.8	11.1	24.4
1994	0.8	17.6	56.5	7.7	5.4	12.0	25.1
1998	0.9	13.7	56.1	9.1	7.7	12.4	29.3
2000	0.7	10.7	54.7	11.6	7.2	15.1	33.9

¹“Advanced academic level” courses include English courses classified as “honors.” Students may have completed a general English course classified as “below grade level” if they completed a greater percentage of “honors” courses than “below grade level” courses.

²Indicates that student transcript records did not list any recognized English courses; however, these students may have studied some English. If students took only English as a second language (ESL) courses for credit, they would be listed in this category.

³“Low academic level” courses include all general English courses classified as “below grade level.” Students may have taken a general English course classified as “honors” and be classified in the low academic level if the percentage of “below grade level” courses completed was equal to or greater than the percentage of “honors” courses completed.

NOTE: For each graduate, the percentages of completed courses classified as “below level,” “at grade level,” and “honors” were calculated. (Not all students completed 4 years of English.) After the percentage of graduates at each level had been calculated, the percentage of graduates who fit the category requirements for each level was determined, as explained in *supplemental note 6*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, “First Follow-up” (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), “Second Follow-up, High School Transcript Survey, 1992”; and National Assessment of Education Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

Table 24-2. Percentage distribution of high school graduates according to the highest level of foreign language courses completed: Selected years 1982–2000

Year	Highest level of foreign language coursework completed ¹					Total
	None	Low academic level	Advanced academic level			
			Year 3	Year 4	AP	
1982	45.6	39.8	8.9	4.5	1.2	14.6
1987	33.3	47.5	11.9	5.4	1.9	19.2
1990	26.9	51.4	12.9	5.6	3.2	21.7
1992	22.5	51.8	14.8	7.7	3.2	25.7
1994	22.3	51.8	15.0	7.8	3.1	25.9
1998	19.4	50.7	17.4	8.6	4.1	30.0
2000	17.4	52.8	16.5	7.8	5.4	29.8

¹These figures include only students who studied French, German, Latin, or Spanish because these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language. Only data on the foreign language they studied most are presented.

NOTE: The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they had completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 6* for more details on these levels. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, “First Follow-up” (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), “Second Follow-up, High School Transcript Survey, 1992”; and National Assessment of Education Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

Student Characteristics in English and Foreign Language Coursetaking

Table 25-1. Percentage distribution of 2000 high school graduates according to the type of English courses completed, by student and school characteristics: 1999–2000

Student and school characteristic	No English ³	Low academic level ¹			Regular English (no low level or honors) courses	Advanced academic level ²			Total
		50 percent or more of courses	Less than 50 percent of courses	Total		Less than 50 percent of courses	50–74 percent of courses	75–100 percent of courses	
Total	0.7	2.4	8.3	10.7	54.7	11.6	7.2	15.1	33.9
Sex									
Male	1.1	3.1	9.3	12.5	58.0	10.9	5.9	11.7	28.5
Female	0.5	1.7	7.3	9.1	51.7	12.2	8.4	18.2	38.8
Race/ethnicity⁴									
American Indian	0.8	‡	11.1	11.8	60.7	16.7	3.8	6.3	26.8
Asian/Pacific Islander	0.8	1.6	8.1	9.6	46.9	10.3	7.8	24.6	42.7
Black	0.9	2.0	12.3	14.3	57.5	11.9	5.6	9.8	27.3
White	0.6	2.3	6.3	8.5	54.7	11.6	7.8	16.8	36.2
Hispanic	1.5	4.0	15.8	19.8	52.6	11.3	6.1	8.8	26.1
Curriculum⁵									
Core or higher	0.3	1.0	6.3	7.2	47.8	13.1	9.1	22.5	44.7
Less than Core	1.4	4.4	11.1	15.5	64.4	9.4	4.6	4.6	18.7
Control of school									
Public	0.8	2.6	8.9	11.6	54.6	11.2	6.8	15.1	33.1
Private	#	#	1.0	1.0	56.0	15.6	12.1	15.2	43.0
Enrollment									
Less than 300	0.1	0.1	4.3	4.4	76.5	15.2	2.1	1.8	19.1
300–999	0.8	2.3	5.6	7.9	59.2	10.6	9.0	12.5	32.1
1,000 or more	0.8	2.7	10.0	12.7	50.2	11.8	6.8	17.7	36.3

#Rounds to zero.

‡Reporting standards not met (too few cases).

¹“Low academic level” courses include all general English courses classified as “below grade level.” Students may have taken a general English course classified as “honors” and be classified in the low academic level if the percentage of “below grade level” courses completed was equal to or greater than the percentage of “honors” courses completed.

²“Advanced academic level” courses include all English courses classified as “honors.” Students may have completed a general English course classified as “below grade level” if they completed a greater percentage of “honors” courses than “below grade level” courses.

³“No English” indicates that student transcript records did not list any recognized English courses; however, these students may have studied some English. If students took only English as a second language (ESL) courses for credit, they would be listed in this category.

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

⁵To meet the requirements of the Core curriculum, students must complete at least 4 years of English and 3 years each of mathematics, science, and social studies.

NOTE: For each graduate, the percentages of completed courses classified as “below level,” “at grade level,” and “honors” were calculated. (Not all students completed 4 years of English.) After the percentage of graduates at each level had been calculated, the percentage of graduates who fit the category requirements for each level was determined, as explained in *supplemental note 6*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

Student Characteristics in English and Foreign Language Coursetaking

Table 25-2. Percentage distribution of 2000 high school graduates according to the highest level of foreign language completed, by student and school characteristics: 1999–2000

Student and school characteristic	Highest level of foreign language completed ¹							
	Low academic level				Advanced academic level			
	None	Year 1 or less	Year 2	Total	Year 3	Year 4	AP	Total
Total	17.4	18.0	34.9	52.8	16.5	7.8	5.4	29.8
Sex								
Male	22.8	20.7	33.0	53.7	14.0	6.0	3.5	23.5
Female	12.5	15.6	36.5	52.0	18.9	9.5	7.2	35.5
Race/ethnicity²								
American Indian	25.7	29.9	27.5	57.4	14.8	1.8	0.3	17.0
Asian/Pacific Islander	24.2	12.1	27.6	39.7	17.0	9.9	9.2	36.1
Black	17.0	24.9	38.5	63.3	13.8	4.0	2.0	19.7
White	16.7	17.1	35.4	52.5	17.1	8.6	5.1	30.8
Hispanic	19.4	18.1	31.9	49.9	15.6	6.2	8.9	30.7
Curriculum³								
Core or higher	9.4	12.5	39.5	52.0	21.6	10.3	6.7	38.6
Less than Core	28.6	25.7	28.3	54.0	9.4	4.3	3.6	17.4
Control of school								
Public	18.6	19.1	35.0	54.1	15.6	6.9	5.0	27.4
Private	4.9	5.8	33.6	39.5	27.2	18.1	10.3	55.6
Enrollment								
Less than 300	25.1	26.0	34.1	60.2	10.0	3.3	1.5	14.8
300–999	17.8	17.0	36.4	53.4	17.1	7.5	4.1	28.8
1,000 or more	16.4	17.7	34.1	51.8	16.9	8.4	6.5	31.8

¹These figures include only students who studied French, German, Latin, or Spanish because these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language. Only data on the foreign language they studied most are presented.

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

³To meet the requirements of the Core curriculum, students must complete at least 4 years of English and 3 years each of mathematics, science, and social studies.

NOTE: The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they had completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels.

See *supplemental note 6* for more details on these levels. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

Instructional Activities for 8th-Grade Mathematics

Table 26-1. Average percentage of 8th-grade mathematics lesson time devoted to various purposes, by country: 1999

Instructional activity	Australia	Czech Republic	Hong Kong SAR ¹	Japan ²	Netherlands	Switzerland	United States
Lesson purpose ³							
Reviewing previously studied content	36.0	58.1	24.3	24.1	36.8	33.9	52.5
Studying new content							
Introducing new content	29.7	22.1	38.8	59.9	31.9	39.1	22.5
Practicing new content	26.3	19.8	36.9	16.0	24.6	23.9	25.0

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

²Japanese mathematics data were collected in 1995.

³For each country, average percentage was calculated as the sum of the percentage within each lesson, divided by the number of lessons. Detail may not sum to totals because of rounding and the possibility of coding portions of lessons as "not able to make a judgment about the purpose."

SOURCE: U.S. Department of Education, NCES. (2003). *Teaching Mathematics in Seven Countries: Results From the TIMSS 1999 Video Study* (NCES 2003–013), figure 3.8. Data from U.S. Department of Education, NCES, Third International Mathematics and Science Study (TIMSS), Video Study, 1999.

Table 26-2. Average percentage of problems per 8th-grade mathematics lesson solved by explicitly using processes of each type, by country: 1999

Lesson characteristic	Australia	Czech Republic	Hong Kong SAR ¹	Japan ²	Netherlands	United States
Process used to solve mathematics problem						
Making connections	2.4	9.9	12.2	37.1	21.6	1.0
Stating conceptions	20.0	19.3	24.3	33.2	31.6	8.1
Using procedures	41.3	38.3	48.4	26.6	35.9	54.8
Giving results only	36.3	32.6	15.2	3.1	10.9	36.1

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

²Japanese mathematics data were collected in 1995.

NOTE: Analyses only include problems with a publicly presented solution. Analyses do not include answered-only problems (i.e., problems that were completed prior to the videotaped lesson and only their answers were shared). For each country, the average percentage was calculated as the sum of the percentage within each lesson, divided by the number of lessons. Switzerland was not included because English transcriptions of Swiss lessons were not available for mathematical processes analyses. See *supplemental note 5* for more information on the process categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES. (2003). *Teaching Mathematics in Seven Countries: Results From the TIMSS 1999 Video Study* (NCES 2003–013), figure 5.9. Data from U.S. Department of Education, NCES, Third International Mathematics and Science Study (TIMSS), Video Study, 1999.

Public Alternative Schools for At-Risk Students

Table 27-1. Percentage of school districts with alternative schools and/or programs for at-risk students and percentage of such districts with selected services or practices, by district characteristics: 2000–01

District characteristic	Districts that supported an alternative school and/or program for at-risk students	Districts with an alternative school and/or program for at-risk students that provided							
		Curricula for regular high school diploma	Academic counseling	Smaller class size	Remedial instruction	Crisis or behavioral intervention	Career counseling	Vocational or skills training	Preparation for the GED exam
Total	39	91	87	85	84	79	79	48	41
Community type									
Urban	66	98	93	93	90	88	84	58	48
Suburban	41	92	87	87	83	78	77	46	36
Rural	35	89	86	82	83	78	80	48	43
Enrollment									
Less than 2,500	26	89	87	81	82	75	79	45	39
2,500 to 9,999	69	92	86	86	84	81	77	47	40
10,000 or more	95	96	89	95	89	85	84	61	48
Region									
Northeast	31	95	91	93	81	84	80	47	23
Southeast	80	90	87	92	84	80	80	46	48
Central	28	89	85	80	82	74	79	51	37
West	44	92	87	81	86	80	79	47	46
Percent minority¹									
5 or less	26	91	89	83	83	78	81	50	35
6 to 20	43	91	85	85	81	78	75	48	41
21 to 50	51	94	88	88	85	80	77	52	44
More than 50	62	88	86	84	86	81	83	40	44
Poverty concentration²									
10 percent or less	31	92	86	84	79	75	75	46	33
11 to 20 percent	43	91	87	88	87	80	79	52	43
More than 20 percent	45	91	87	82	82	81	83	45	43

¹Estimates for districts that supported an alternative school and program are based on the 1,515 districts for which data on percent minority enrollment are available; estimates for services and practices are based on the 840 districts with alternative schools and programs for which data on percent minority enrollment are available.

²Estimates for districts that supported an alternative school and program are based on the 1,503 districts for which data on poverty concentration are available; estimates for services and practices are based on the 843 districts with alternative schools and programs for which data on poverty concentration are available. Poverty concentration is based on data from the Bureau of the Census on the percentage of children ages 5–17 in families below the poverty level within districts in 1996–97.

NOTE: Percentages are based on the unified and secondary districts that reported administrating at least one alternative school or program during the 2000–01 school year. Since some of the services are not relevant at the elementary level (e.g., career counseling, preparation for the GED exam, and so on), the 27 elementary districts that were asked questions about services are excluded from the findings presented in this table to ensure comparability across services. Response categories are not mutually exclusive. See *supplemental note 1* for more information on community type and region.

SOURCE: Kleiner, B., Porch, R., and Farris, E. (2002). *Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000–01* (NCES 2002–004), tables 1 and 13, and unpublished tabulations. Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "District Survey of Alternative Schools and Programs," FRSS 76, 2001.

Public Alternative Schools for At-Risk Students

Table 27-2. Number of students enrolled in alternative schools and programs for at-risk students and the percentage distribution of districts with such students enrolled, grouped by the percentage that such students constitute of the total district enrollment, by district characteristics: 2000–01

District characteristic	Students enrolled in alternative schools and programs for at-risk students ¹	Districts where students enrolled in alternative schools and programs for at-risk students constitute			
		Less than 1 percent of total district enrollment	1 to 1.99 percent of total district enrollment	2 to 2.99 percent of total district enrollment	3 or more percent of total district enrollment
Total	613,000	43	27	14	16
Community type					
Urban	245,000	36	30	17	16
Suburban	269,000	49	26	12	13
Rural	99,000	38	28	16	18
Enrollment					
Less than 2,500	58,000	39	26	15	20
2,500 to 9,999	157,000	46	29	13	12
10,000 or more	397,000	46	25	17	12
Region					
Northeast	91,000	63	21	7	8
Southeast	122,000	60	25	10	5
Central	106,000	37	31	13	20
West	294,000	27	28	22	23
Percent minority²					
5 or less	51,000	49	26	11	14
6 to 20	103,000	48	22	14	16
21 to 50	159,000	38	32	18	12
More than 50	293,000	34	28	16	22
Poverty concentration³					
10 percent or less	109,000	56	24	10	10
11 to 20 percent	239,000	40	27	17	16
More than 20 percent	261,000	38	29	15	18

¹Numbers reflect enrollment figures as of October 1, 2000, according to survey results. The number of students enrolled in public alternative schools and programs represents about 1.3 percent of the total number of all students enrolled in public schools (about 47,000,000). The number of special education students with Individualized Education Programs enrolled in public alternative schools and programs represents about 12 percent of the total number of at-risk students enrolled in public alternative schools and programs.

²Estimates are based on the 840 districts with alternative schools and programs for which data on percent minority enrollment are available.

³Estimates are based on the 843 districts with alternative schools and programs for which data on poverty concentration are available. Poverty concentration is based on data from the Bureau of the Census on the percentage of children ages 5–17 in families below the poverty level within districts in 1996–97.

NOTE: Percentages are based on the 39 percent of districts that reported administering at least one alternative school or program during the 2000–01 school year. Detail may not sum to totals because of rounding. See *supplemental note 1* for more information on community type and region.

SOURCE: Kleiner, B., Porch, R., and Farris, E. (2002). *Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000–01* (NCES 2002–004), tables 2 and 4, and unpublished tabulations. Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "District Survey of Alternative Schools and Programs," FRSS 76, 2001.

Public Alternative Schools for At-Risk Students

Table 27-3. Number of public alternative schools and programs for at-risk students, number of such schools and programs housed in a separate facility, and percentage distribution of districts with such schools and programs according to the number per district, by district characteristics: 2000–01

District characteristic	Number of public alternative schools and programs		Districts where the number of public alternative schools and programs for at-risk students per district is		
	Total	Public alternative schools and programs housed in a separate facility	One	Two	Three or more
Total	10,900	6,400¹	65	18	17
Community type					
Urban	2,200	1,400	33	15	52
Suburban	5,000	2,800	63	19	18
Rural	3,700	2,300	74	17	8
Enrollment					
Less than 2,500	3,400	2,000	82	11	7
2,500 to 9,999	3,600	2,300	58	26	16
10,000 or more	3,900	2,200	27	17	56
Region					
Northeast	1,600	700	71	13	16
Southeast	2,600	1,500	71	14	15
Central	2,600	1,600	65	21	14
West	4,100	2,700	60	20	21
Percent minority ²					
5 percent or less	2,300	1,400	75	15	10
6 to 20 percent	2,600	1,500	63	20	17
21 to 50 percent	2,800	1,800	63	16	22
More than 50 percent	3,200	1,800	58	20	22
Poverty concentration ³					
10 percent or less	2,500	1,400	68	15	16
11 to 20 percent	4,600	2,700	59	22	20
More than 20 percent	3,700	2,400	71	15	14

¹The number of public alternative schools and programs housed in separate facilities represents about 59 percent of the total number of public alternative schools and programs for at-risk students.

²Estimates are based on the 840 districts with alternative schools and programs for which data on percent minority enrollment are available.

³Estimates are based on the 843 districts with alternative schools and programs for which data on poverty concentration are available. Poverty concentration is based on data from the Bureau of the Census on the percentage of children ages 5–17 in families below the poverty level within districts in 1996–97.

NOTE: Percentages are based on the 39 percent of districts that reported administering at least one alternative school or program during the 2000–01 school year. Detail may not sum to totals because of rounding. See *supplemental note 1* for more information on community type and region.

SOURCE: Kleiner, B., Porch, R., and Farris, E. (2002). *Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000–01* (NCES 2002–004), tables 2 and 3, and unpublished tabulations. Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "District Survey of Alternative Schools and Programs," FRSS 76, 2001.

Out-of-Field Teaching in Middle and High School Grades

Table 28-1. Percentage distribution of public school students according to their teachers' qualifications, by school level and course subject area: 1999–2000

Course subject area	Teacher qualifications			
	Certification and major in field	Major in field without certification	Certification without major in field	Neither major in field nor certification
Middle grades				
English	41.7	4.5	35.1	18.6
Foreign language	39.3	9.5	32.4	18.8
Mathematics	31.5	2.3	43.2	23.0
Science	42.8	6.5	33.6	17.2
Biology/life science	35.8	7.8	26.3	30.1
Physical science	6.8	1.1	50.2	42.0
Social science	48.9	8.5	27.3	15.3
History	29.0	2.3	54.0	14.7
ESL/bilingual education	27.1	10.7	26.1	36.1
Arts and music	85.0	4.5	5.7	4.9
Physical education	81.3	5.3	10.3	3.0
High school grades				
English	70.2	7.4	15.5	6.8
Foreign language	52.4	6.4	26.7	14.5
Mathematics	68.6	6.8	14.5	10.1
Science	72.7	8.6	12.1	6.6
Biology/life science	55.3	7.1	26.6	11.0
Physical science	36.9	4.5	40.5	18.1
Chemistry	38.9	5.2	42.8	13.1
Geology	21.4	2.6	38.0	37.9
Physics	33.5	8.1	40.2	18.2
Social science	72.1	8.5	12.4	7.0
History	37.5	3.5	49.2	9.8
ESL/bilingual education	29.2	9.0	30.6	31.1
Arts and music	80.4	8.9	5.2	5.4
Physical education	76.1	9.8	8.9	5.2

NOTE: Major refers only to a teacher's primary field of study for a bachelor's degree. Middle-level teachers include teachers who taught students in grades 5–9 and did not teach any students in grades 10–12; teachers who taught in grades 5–9 who identified themselves as elementary or special education teachers are classified as elementary-level teachers. High school teachers include all teachers who taught any of grades 10–12, as well as teachers who taught grade 9 and no other grades. Not all assignment areas were measured in each Schools and Staffing Survey administration. Detail may not sum to totals because of rounding.

SOURCE: Seastrom, M.M., Gruber, K.J., Henke, R.R., McGrath, D.J., and Cohen, B.A. (2002). *Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000* (NCES 2002–603), tables B-8 and B-9. Data from U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public Teacher Questionnaire," 1999–2000 and "Charter Teacher Questionnaire," 1999–2000.

Beginning Teachers

Table 29-1. Percentage distributions of full-time public and private school teachers according to years of teaching experience, by selected teacher characteristics: 1999–2000

Teacher characteristic	Number of teachers	Average experience (in years)	5 or fewer years			More than 5 years			Total
			3 or fewer years	4–5 years	Total	6–9 years	10–19 years	20 or more years	
Public school teachers									
Total	2,742,000	14.8	16.0	9.1	25.0	14.1	25.6	35.3	75.0
Sex									
Male	700,000	15.3	16.7	9.3	26.0	14.0	21.7	38.3	74.0
Female	2,042,000	14.6	15.7	9.0	24.7	14.2	26.9	34.2	75.3
Race/ethnicity ¹									
American Indian	23,000	14.2	17.8	6.1	23.9	13.9	32.2	30.0	76.1
Asian/Pacific Islander	44,000	12.1	21.6	13.9	35.5	16.3	22.9	25.2	64.5
Black	214,000	14.6	18.9	10.3	29.2	12.8	21.9	36.1	70.8
White	2,303,000	15.1	14.9	8.7	23.6	13.9	26.1	36.3	76.4
Hispanic	157,000	11.0	26.0	11.8	37.8	18.2	22.3	21.7	62.2
Have master's degree									
Yes	1,248,000	18.0	6.3	5.5	11.8	12.6	28.4	47.1	88.2
No	1,443,000	12.0	24.2	12.2	36.4	15.4	23.0	25.2	63.6
Private school teachers									
Total	366,000	12.4	22.7	9.7	32.4	15.7	28.1	23.8	67.6
Sex									
Male	86,000	13.1	23.6	9.7	33.3	15.8	23.8	27.1	66.7
Female	280,000	12.2	22.4	9.8	32.1	15.7	29.4	22.8	67.9
Race/ethnicity ¹									
American Indian	2,000	13.7	20.1!	2.8!	22.9!	18.0!	34.4!	24.6!	77.1
Asian/Pacific Islander	6,000	11.5	27.6	9.1!	36.8	18.9	23.2	21.1	63.2
Black	14,000	10.1	32.1	15.9	47.9	9.8!	27.3	14.9	52.1
White	327,000	12.7	21.8	9.4	31.2	15.9	28.0	24.9	68.8
Hispanic	17,000	9.3	30.5	13.2	43.7	15.6	30.8	9.9	56.3
Have master's degree									
Yes	120,000	16.0	11.9	7.5	19.4	13.3	31.4	35.9	80.6
No	219,000	10.9	27.1	10.3	37.5	16.8	27.2	18.6	62.5

!Interpret data with caution (estimates are unstable).

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

NOTE: See *supplemental note 1* for more information on race/ethnicity. Detail may not sum to totals because of rounding.

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

Beginning Teachers

Table 29-2. Percentage distributions of full-time public school teachers according to years of teaching experience, by selected school characteristics: 1999–2000

School characteristic	Number of teachers	Average experience (in years)	5 or fewer years		Total	More than 5 years			Total
			3 or fewer years	4–5 years		6–9 years	10–19 years	20 or more years	
Total	2,742,000	14.8	16.0	9.1	25.0	14.1	25.6	35.3	75.0
Grade level taught									
K–5	1,221,000	14.5	15.9	9.2	25.1	14.6	26.1	34.1	74.9
6–8	650,000	14.7	16.4	9.1	25.5	13.7	25.5	35.2	74.5
9–12	856,000	15.2	15.7	8.9	24.6	13.8	24.7	36.9	75.4
Enrollment									
Less than 300	275,000	14.7	16.1	8.5	24.5	13.6	26.9	34.9	75.5
300–999	1,595,000	14.8	15.5	9.1	24.7	14.3	25.8	35.2	75.3
1,000 or more	638,000	14.8	17.1	9.5	26.5	13.6	24.2	35.6	73.5
Location									
Central city	747,000	14.8	16.7	8.3	25.0	13.9	25.8	35.3	75.0
Urban fringe/large town	1,372,000	14.6	16.4	10.0	26.4	14.1	25.2	34.3	73.6
Rural/small town	623,000	15.1	14.1	8.0	22.1	14.4	26.3	37.2	77.9
Region									
Northeast	545,000	16.4	13.9	7.3	21.2	12.5	24.9	41.3	78.8
Midwest	646,000	15.6	14.2	9.3	23.4	13.1	23.8	39.6	76.6
South	1,035,000	13.9	17.1	8.9	25.9	15.6	26.7	31.8	74.1
West	516,000	13.7	18.2	11.1	29.2	14.1	26.3	30.3	70.8
Percent minority									
Less than 10	906,000	15.6	13.9	8.5	22.4	13.4	25.1	39.1	77.6
10–24	505,000	15.0	14.2	8.8	23.1	13.4	28.2	35.3	76.9
25–49	496,000	14.7	15.5	8.8	24.4	14.5	25.7	35.4	75.6
50–75	345,000	14.2	17.7	9.4	27.0	14.5	26.4	32.1	73.0
More than 75	482,000	13.4	21.0	10.4	31.4	15.4	23.1	30.1	68.6
Percent of students eligible for free or reduced-price lunch									
Less than 15	442,000	15.7	14.9	8.6	23.5	12.7	24.6	39.3	76.5
15–29	557,000	15.1	14.3	9.1	23.3	14.4	25.8	36.5	76.7
30–49	666,000	14.9	15.6	8.9	24.5	13.7	25.9	35.9	75.5
50–74	440,000	14.1	16.5	10.0	26.4	15.0	26.1	32.4	73.6
75 or more	363,000	13.7	19.7	9.6	29.3	14.9	25.1	30.7	70.7
Percent of students with limited English proficiency									
Less than 1	1,427,000	15.3	14.8	8.4	23.2	13.3	26.1	37.4	76.8
1–10	671,000	14.6	15.8	10.3	26.1	14.5	24.8	34.6	73.9
More than 10	410,000	13.3	20.6	9.7	30.3	16.2	24.8	28.7	69.7

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

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

Beginning Teachers

Table 29-3. Percentage distributions of full-time private school teachers according to years of teaching experience, by selected school characteristics: 1999–2000

School characteristic	Number of teachers	Average experience (in years)	5 or fewer years			More than 5 years			Total
			3 or fewer years	4–5 years	Total	6–9 years	10–19 years	20 or more years	
Total	366,000	12.4	22.7	9.7	32.4	15.7	28.1	23.8	67.6
Grade level taught									
K–5	153,000	12.2	22.1	9.6	31.7	16.0	30.5	21.8	68.3
6–8	87,000	12.2	24.5	10.9	35.5	14.5	26.6	23.4	64.5
9–12	117,000	13.2	21.8	8.9	30.6	16.1	25.5	27.7	69.4
Enrollment									
Less than 300	172,000	11.5	25.1	11.8	36.9	15.6	27.1	20.4	63.1
300–999	131,000	13.4	19.6	8.2	27.9	16.3	27.8	28.1	72.1
1,000 or more	22,000	14.5	15.3	5.6	20.9	15.8	34.2	29.1	79.1
Location									
Central city	174,000	12.6	22.5	8.8	31.3	14.9	29.3	24.4	68.7
Urban fringe/large town	151,000	12.5	21.9	10.7	32.6	16.3	26.7	24.4	67.4
Rural/small town	41,000	11.5	26.2	10.0	36.2	16.8	27.9	19.2	63.8
Region									
Northeast	92,000	13.5	22.6	7.8	30.4	12.7	29.9	27.0	69.6
Midwest	92,000	13.1	20.8	10.1	31.0	14.9	27.0	27.2	69.0
South	123,000	11.4	23.4	11.2	34.6	18.4	27.2	19.8	65.4
West	59,000	11.8	24.1	9.2	33.3	15.9	28.9	21.9	66.7
Percent minority									
Less than 10	198,000	13.1	20.5	9.0	29.5	14.9	29.7	25.8	70.5
10–24	82,000	11.9	21.4	11.9	33.4	18.0	26.9	21.8	66.6
25–49	39,000	12.2	28.5	8.7	37.1	14.0	23.0	25.8	62.9
50–75	18,000	10.1	29.9	8.6	38.5	16.7!	31.1	13.7	61.5
More than 75	28,000	11.3	28.4	11.0	39.3	16.0	25.6	19.1	60.7
Percent of students with limited English proficiency									
Less than 1	291,000	12.7	21.7	9.8	31.5	15.3	28.7	24.5	68.5
1–10	27,000	11.2	23.6	11.5	35.1	21.9	22.4	20.6	65.0
More than 10	6,000	9.6	41.5	11.7!	53.1	14.5!	15.6!	16.8!	46.9

!Interpret data with caution (estimates are unstable).

NOTE: See *supplemental note 1* for more information on location and region. Data for free or reduced-price lunch eligibility are not shown due to high rates of nonresponse. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Private Teacher Questionnaire" and "Private School Questionnaire," 1999–2000.

Size of High Schools

Table 30-1. Number and percentage distribution of secondary schools according to enrollment, by selected school characteristics: 1999–2000

School characteristic	All schools	Enrollment			
		Less than 300	300–599	600–899	900 or more
Total	23,500	34.9	22.4	14.6	28.1
Sector					
Public	20,900	31.7	22.5	15.3	30.5
Private	2,600	61.5	21.8	8.7	8.0
Type					
Regular	19,900	27.3	24.3	16.1	32.4
Special education	200	98.7	#	#	‡
Vocational education	700	28.7	31.0	26.0	14.4!
Alternative	2,600	89.2	7.9!	1.8!	1.1!
Region					
Northeast	3,800	20.7	27.8	18.5	33.1
Midwest	7,200	41.4	24.7	14.4	19.5
South	6,900	27.8	24.4	16.2	31.6
West	5,500	45.4	13.2	10.1	31.3
Location					
Central city	4,900	26.8	16.5	12.5	44.2
Urban fringe/large town	9,800	25.0	19.5	18.3	37.2
Rural/small town	8,700	50.8	29.0	11.7	8.5
Percent minority					
Less than 10	10,200	38.6	27.3	16.0	18.1
10–24	4,600	36.1	19.3	13.0	31.6
25–49	3,600	28.2	18.5	14.3	39.0
50–75	2,300	32.6	14.5	15.2	37.7
More than 75	2,800	30.3	20.8	12.2	36.7
Percent of students in school eligible for free or reduced-price lunch¹					
Less than 15	5,900	13.5	21.8	19.1	45.6
15–29	4,800	28.3	25.4	16.5	29.8
30–49	4,100	35.6	22.5	14.2	27.7
50–74	3,000	43.3	22.3	13.8	20.7
75 or more	2,200	53.2	21.9	7.2	17.7
Percent of students with limited English proficiency					
Less than 1	17,000	40.0	24.6	14.3	21.1
1–10	4,700	22.0	17.9	15.6	44.4
More than 10	1,800	20.7	13.6	14.9	50.7

#Rounds to zero.

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

¹Data for public schools only.

NOTE: See *supplemental note 1* for more information on region and location. Data include teachers in regular, special education, vocational education, and alternative high schools. Secondary schools include all schools with no grade below grade 7 and with one grade at grade 9 or higher. A secondary school may include an ungraded class. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public School Questionnaire, Charter School Questionnaire, and Private School Questionnaire," 1999–2000.

Size of High Schools

Table 30-2. Percentage of regular secondary school teachers who thought that certain issues were a “serious” problem in their schools, by location and enrollment: 1999–2000

School characteristic	Students unprepared to learn	Student apathy	Student tardiness	Student absenteeism	Students dropping out	Physical conflicts among students	Student alcohol use	Student drug abuse
Total	32.4	31.6	16.0	23.1	10.4	3.5	19.4	15.0
Enrollment								
Less than 300	24.9	23.9	8.4	13.4	4.9	2.2	22.6	12.3
300–599	28.8	28.1	9.9	14.1	6.6	1.9	21.7	13.9
600–899	33.1	31.9	12.8	19.5	7.3	3.5	18.5	13.7
900 or more	34.4	33.7	19.8	28.1	13.2	4.2	18.6	16.1
Location and enrollment								
Central city								
Less than 300	20.4!	16.6!	15.5!	9.6!	5.8!	5.1!	5.6!	7.2!
300–599	27.6	21.3	14.5	15.0	4.9!	3.3!	9.1	5.5
600–899	40.8	32.0	19.0	28.2	8.8	6.4!	8.5	7.5
900 or more	45.1	40.1	28.4	39.3	21.8	6.8	17.1	17.2
Urban fringe/large town								
Less than 300	27.8	28.8	14.0	19.2	6.9	2.5	18.4	14.1
300–599	27.0	25.8	10.0	16.9	6.9!	2.4!	20.3	13.6
600–899	25.1	25.9	8.7	11.1	4.1	1.4!	18.9	12.0
900 or more	28.6	29.6	11.6	16.3	5.4	2.4!	17.4	12.8
Rural/small town								
Less than 300	31.5	32.0	10.0	18.5	9.3	2.5	26.0	16.9
300–599	25.0	24.5	6.8	13.0	4.2	1.7	25.8	12.7
600–899	32.0	31.5	9.8	16.3	9.1	2.0	26.9	17.5
900 or more	36.4	36.0	11.5	19.9	9.5	3.6	26.2	18.9
900 or more	33.7	37.6	12.4	26.9	15.1	3.4	24.7	19.1

!Interpret data with caution (estimates are unstable).

NOTE: See *supplemental note 1* for more information on location. Data include regular high school teachers only; teachers in special education, vocational education, and alternative high schools are excluded. Secondary schools include all schools with no grade below grade 7 and with one grade at grade 9 or higher. A secondary school may include an ungraded class.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), “Public Teacher Questionnaire, Charter Teacher Questionnaire, and Private Teacher Questionnaire,” 1999–2000.

Student Victimization

Table 31-1. Number and percentage of students ages 12–18 who reported criminal victimization at school, by student characteristics: 1999

Student characteristic	Number of students (thousands)	Victimization		
		Any ¹	Violent ²	Property ³
Total	24,614	12.2	4.0	7.7
Sex				
Male	12,631	12.6	4.5	7.6
Female	11,983	11.8	3.5	7.8
Race/ethnicity ⁴				
Black	3,826	17.0	5.8	10.8
White	16,211	11.6	3.6	7.5
Other ⁵	1,127	11.6	3.4	6.3
Hispanic	3,450	10.0	4.0	5.6
Grade level				
6–8	10,181	14.1	5.1	8.4
9–10	7,516	12.1	3.9	8.2
11–12	6,918	9.5	2.5	6.2
Family household income				
Less than \$15,000	2,866	13.6	5.2	7.8
\$15,000–29,999	4,206	12.8	5.1	7.9
\$30,000–49,999	5,511	12.2	4.0	8.0
\$50,000–74,999	4,267	13.5	4.3	8.1
\$75,000 or more	4,267	11.0	2.5	8.0
Place of residence				
Urban	6,541	12.7	3.9	8.4
Suburban	12,936	11.9	4.2	7.4
Rural	5,138	12.3	3.7	7.6
Type of school attended				
Public	22,232	12.6	4.4	7.9
Private	2,372	8.5	0.4	5.8

¹Any victimization" is a combination of "violent victimization" and "property victimization." If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the any victimization category. Also, any victimization includes those students who reported being victimized but did not provide enough information about the victimization for it to be classified as violent or property.

²Violent victimization includes any physical attack (i.e., rape, sexual assault, robbery, or assault, including attempts and threats) or taking of property directly from a student using force, weapons, or threats at school.

³Property victimization includes theft of a student's property at school.

⁴Black includes African-American, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

⁵Other includes Asians, Pacific Islanders (including Native Hawaiian), and American Indians (including Alaska Natives).

NOTE: Includes only 12- through 18-year-olds who were in primary or secondary education programs leading to a high school diploma. Detail may not sum to totals because of rounding and missing cases. SOURCE: Addington, L.A., Ruddy, S.A., Miller, A.K., and DeVoe, J.F. (2002). *Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement* (NCES 2002–331), table 1, and unpublished tabulations. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, January–June 1999.

Student Victimization

Table 31-2. Number and percentage of students ages 12–18 who reported criminal victimization at school, by perception of conditions at school: 1999

Perception of conditions at school	Number of students (thousands)	Victimization		
		Any ¹	Violent ²	Property ³
Total	24,614	12.2	4.0	7.7
Student reports street gangs at school				
Yes	4,252	18.4	8.4	11.3
No	15,494	10.8	2.8	7.1
Do not know	3,908	11.7	4.6	6.9
Student reports knowing a student who brought a gun to school				
Yes	1,847	20.1	9.8	10.7
No	22,566	11.6	3.5	7.4
Student reports seeing a student with a gun at school				
Yes	690	24.3	10.7	13.3
No	23,743	11.9	3.8	7.6
Do not know	27	‡	‡	‡

‡Reporting standards not met (too few cases).

¹Any victimization" is a combination of "violent victimization" and "property victimization." If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the any victimization category. Also, any victimization includes those students who reported being victimized but did not provide enough information about the victimization for it to be classified as violent or property.

²Violent victimization includes any physical attack (i.e., rape, sexual assault, robbery, or assault, including attempts and threats) or taking of property directly from a student using force, weapons, or threats at school.

³Property victimization includes theft of a student's property at school.

NOTE: Includes only 12- through 18-year-olds who were in primary or secondary education programs leading to a high school diploma. Detail may not sum to totals because of rounding and missing cases. Some data have been revised from previously published figures.

SOURCE: Addington, L.A., Ruddy, S.A., Miller, A.K., and DeVoe, J.F. (2002). *Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement* (NCES 2002–331), table 1. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, January–June 1999.

Undergraduate Diversity

Table 32-1. Percentage distribution of undergraduates according to selected student characteristics, by institution type: 1999–2000

Student characteristics	Total ¹	4-year total ²	Public 4-year		Private not-for-profit		Public 2-year
			Doctoral	Nondoctoral	Doctoral	Nondoctoral	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Sex							
Male	43.7	44.7	47.1	42.5	46.0	41.4	43.7
Female	56.3	55.3	52.9	57.5	54.0	58.6	56.3
Race/ethnicity³							
American Indian	1.0	0.8	0.7	0.8	0.5	1.2	1.3
Asian/Pacific Islander	6.4	6.7	8.0	5.7	8.8	3.4	6.1
Black	12.6	10.9	10.2	12.7	10.8	10.0	13.2
White	67.8	71.0	72.4	68.9	69.1	71.7	66.4
Hispanic	12.2	10.7	8.6	11.9	10.8	13.7	12.9
Age							
18 and under	9.5	10.9	10.8	10.0	14.0	10.1	8.5
19–23	47.7	58.3	62.1	53.3	65.2	51.8	36.6
24–29	17.0	14.5	15.5	16.7	9.0	13.1	18.4
30–39	13.9	9.4	6.7	12.0	6.1	14.1	18.5
40 and above	11.9	6.9	4.9	8.0	5.7	10.9	17.9
Average age	26.4	24.2	23.4	25.0	23.0	25.7	28.9
Dependency status							
Dependent	49.1	62.7	66.0	56.3	73.4	56.7	36.3
Independent	50.9	37.3	34.0	43.7	26.6	43.3	63.7
Respondent has dependents							
No	73.1	82.1	85.3	77.5	87.3	77.3	65.5
Yes	26.9	18.0	14.7	22.5	12.8	22.7	34.5
Single parent⁴							
No	86.7	91.0	91.9	88.9	93.1	90.2	83.6
Yes	13.3	9.0	8.1	11.1	6.9	9.8	16.4
Employment⁵							
Full-time	39.3	26.4	21.7	32.1	20.3	33.8	53.8
Part-time	40.8	50.7	53.9	47.7	52.4	46.3	30.4
Not working	19.9	22.9	24.4	20.3	27.3	19.9	15.8
Disability status⁶							
No disability	90.7	92.3	92.5	91.8	93.9	91.6	89.3
Disability or difficulty	9.3	7.7	7.5	8.2	6.1	8.5	10.7
Citizenship							
Citizens	93.0	93.9	93.8	94.0	91.7	95.5	92.2
Student and parent(s) foreign-born	4.2	3.5	3.3	4.1	4.5	2.4	5.0
Only parent(s) foreign-born	10.1	9.9	10.4	8.9	14.5	6.8	10.0
All other citizens	78.6	80.5	80.0	81.0	72.8	86.3	77.3
Permanent residents	5.1	3.9	4.1	4.6	3.7	2.5	6.1
Foreign students with visa	2.0	2.3	2.2	1.5	4.6	2.1	1.7

See notes at end of table.

Undergraduate Diversity

Table 32-1. Percentage distribution of undergraduates according to selected student characteristics, by institution type: 1999–2000—Continued

Student characteristics	Total ¹	4-year total ²	Public 4-year		Private not-for-profit		Public 2-year
			Doctoral	Nondoctoral	Doctoral	Nondoctoral	
Home language							
English	87.3	89.3	89.1	89.1	87.2	91.4	85.6
Other than English	12.7	10.7	10.9	11.0	12.8	8.6	14.4
Attendance							
Full-time	52.1	68.5	69.1	62.7	77.3	69.3	30.5
Part-time	47.9	31.5	30.9	37.3	22.7	30.7	69.5
Delayed enrollment ⁷							
Did not delay	54.5	67.8	71.9	62.7	72.5	61.8	41.3
Delayed	45.5	32.2	28.1	37.3	27.5	38.3	58.7
High school attainment ⁸							
High school diploma	93.4	97.3	98.4	96.1	98.4	95.6	90.0
GED or other equivalency	5.2	2.1	1.1	3.4	1.0	3.7	7.9
High school completion certificate	0.3	0.2	0.2	0.2	0.2	0.3	0.4
No diploma or equivalent	1.1	0.3	0.3	0.4	0.4	0.4	1.7

¹Total includes students in institution types not listed here and students who attended more than one institution.

²Four-year total does not include students enrolled in private for-profit institutions.

³Students who identified their race as "other" (about 1 percent) are not included in this variable in order to make it comparable to the NPSAS 1990 categories. In 1999–2000, 2 percent of students chose more than one race. These students were then asked which single race best described them and were coded as such. 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.

⁴Includes some students with dependents other than children.

⁵Students who were employed full time worked 35 or more hours per a week.

⁶Students reported sensory or mobility limitation or another condition that created difficulties.

⁷Students are considered to have delayed enrollment if there was 1 year or more between their high school graduation date and date of first enrollment in postsecondary education.

⁸Students who attended a foreign high school (about 1 percent) are not included in this variable in order to make it comparable to the NPSAS 1990 categories.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 1* for definitions of the racial/ethnic categories. See *supplemental note 8* for information about postsecondary institution classifications.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Undergraduate Diversity

Table 32-2. Percentage distribution of undergraduates according to selected student characteristics, by institution type: 1989–90

Student characteristics	Total ¹	4-year total ²	Public 4-year		Private not-for-profit		Public 2-year
			Doctoral	Nondoctoral	Doctoral	Nondoctoral	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Sex							
Male	44.6	47.0	48.8	45.2	50.5	44.3	43.3
Female	55.4	53.0	51.2	54.8	49.5	55.7	56.7
Race/ethnicity³							
American Indian	0.8	0.6	0.6	0.5	0.5	0.5	1.1
Asian/Pacific Islander	4.7	4.6	4.6	5.0	7.0	2.7	5.1
Black	10.2	8.4	7.9	10.0	7.2	7.7	10.0
White	75.9	79.6	81.0	78.0	76.6	81.0	75.2
Hispanic	8.4	6.8	5.8	6.6	8.7	8.1	8.7
Age							
18 and under	10.9	13.2	13.0	11.9	16.0	14.2	9.0
19–23	46.9	58.5	61.5	56.1	62.5	53.7	33.3
24–29	16.7	13.7	13.8	15.4	11.2	12.4	19.2
30–39	15.6	9.6	8.1	10.9	7.0	12.1	22.2
40 and above	10.0	5.0	3.6	5.7	3.3	7.6	16.2
Average age	26.0	23.5	23.0	24.1	22.5	24.3	28.9
Dependency status							
Dependent	47.9	64.2	66.8	59.5	72.0	61.8	32.9
Independent	52.1	35.8	33.2	40.5	28.0	38.2	67.1
Respondent has dependents							
No	75.8	86.6	88.9	84.3	91.7	82.5	66.2
Yes	24.3	13.4	11.1	15.7	8.3	17.5	33.8
Employment⁴							
Full-time	32.0	23.3	20.6	25.0	19.2	28.8	43.8
Part-time	49.8	61.2	64.0	59.6	63.8	56.7	37.0
Not working	18.2	15.5	15.4	15.4	17.0	14.6	19.3
High school attainment							
High school diploma	92.1	97.8	98.3	97.2	98.2	97.3	89.9
GED or other equivalency	4.8	1.6	1.2	2.1	0.8	2.1	6.9
High school completion certificate	0.6	0.5	0.3	0.6	0.8	0.4	0.6
No diploma or equivalent	2.5	0.1	0.2	0.1	0.2	0.2	2.6

¹Total includes students in institution types not listed here and students who attended more than one institution.

²Four-year total does not include students enrolled in private for-profit institutions.

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

⁴Students who were employed full time worked 35 or more hours per a week.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 1* for definitions of the racial/ethnic categories. See *supplemental note 8* for information about postsecondary institution classifications.

SOURCE: U.S. Department of Education, NCES, 1989–90 National Postsecondary Student Aid Study (NPSAS:1990).

Degrees and Fields of Study

Table 33-1. Number of associate's degrees conferred by Title IV degree-granting institutions, by field of study: 1990–91 through 2000–01

[Associate's degrees conferred rounded to hundreds]						
Field of study	1990–91	1991–92	1992–93	1993–94	1994–95	1995–96
Total¹	481,700	504,200	514,800	530,600	539,700	555,200
Liberal arts and sciences, general studies, and humanities	142,700	154,600	158,000	165,100	170,800	175,000
Business management and administrative services	89,500	93,800	91,700	92,300	90,100	93,500
Health professions and related sciences	70,800	79,500	86,200	94,600	98,500	101,900
Engineering-related technologies	37,900	35,900	36,300	35,600	34,700	33,000
Computer and information sciences	7,700	9,300	9,200	9,300	9,200	9,700
Visual and performing arts	9,100	11,900	12,700	13,200	12,500	13,500
Protective services	13,600	15,100	16,800	18,200	19,700	19,200
Field of study	1996–97	1997–98	1998–99	1999–2000	2000–01	
Total¹	571,200	558,600	560,000	564,900	578,900	
Liberal arts and sciences, general studies, and humanities	181,300	186,200	182,000	187,500	196,800	
Business management and administrative services	95,500	91,400	91,200	92,300	93,100	
Health professions and related sciences	98,900	92,000	90,600	84,100	82,200	
Engineering-related technologies	33,800	32,700	34,000	35,400	34,500	
Computer and information sciences	11,000	13,900	17,000	20,500	26,300	
Visual and performing arts	13,600	15,000	17,600	17,100	18,400	
Protective services	19,900	19,000	17,400	16,300	16,400	

¹Total includes other fields not shown.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), table 250. Data from U.S. Department of Education, NCES, Integrated Postsecondary Education Data System, "Completions Surveys" (IPEDS-C:90–01), 1990–91 through 2000–01.

Degrees and Fields of Study

Table 33-2. Number of associate's degrees conferred by Title IV degree-granting institutions, percentage of total, and percentage change, by field of study: 1990–91, 1995–96, and 2000–01

Field of study	[Associate's degrees conferred rounded to hundreds]									
	1990–91		1995–96		Percent change 1990–91 to 1995–96	2000–01		Percent change 1995–96 to 2000–01	Percent change 1990–91 to 2000–01	
	Number of degrees	Percent of total	Number of degrees	Percent of total		Number of degrees	Percent of total			
Total¹	481,700	100.0	555,200	100.0	15.3	578,900	100.0	4.3	20.2	
Liberal arts and sciences, general studies, and humanities	142,700	29.6	175,000	31.5	22.6	196,800	34.0	12.5	37.9	
Business management and administrative services	89,500	18.6	93,500	16.8	4.4	93,100	16.1	-0.4	3.9	
Health professions and related sciences	70,800	14.7	101,900	18.3	43.8	82,200	14.2	-19.3	16.0	
Engineering-related technologies	37,900	7.9	33,000	5.9	-12.9	34,500	6.0	4.4	-9.0	
Computer and information sciences	7,700	1.6	9,700	1.7	25.8	26,300	4.6	172.7	243.1	
Visual and performing arts	9,100	1.9	13,500	2.4	48.3	18,400	3.2	36.2	102.0	
Protective services	13,600	2.8	19,200	3.5	41.5	16,400	2.8	-14.4	21.1	
Mechanics and repairers	7,600	1.6	12,500	2.3	63.9	12,700	2.2	1.0	65.6	
Precision production trades	9,100	1.9	10,200	1.8	12.4	11,500	2.0	12.5	26.4	
Multi/interdisciplinary studies	7,500	1.5	8,600	1.6	15.5	10,400	1.8	21.2	40.0	
Consumer and personal services	2,500	0.5	7,700	1.4	209.6	10,400	1.8	35.1	318.2	
Education	7,800	1.6	9,800	1.8	24.3	9,200	1.6	-5.4	17.6	
Home economics and vocational home economics	8,100	1.7	8,200	1.5	1.5	8,600	1.5	5.3	7.0	
Law and legal studies	5,500	1.1	9,100	1.6	66.0	6,900	1.2	-24.7	25.0	
Agriculture and natural resources	4,900	1.0	6,200	1.1	25.9	6,600	1.1	7.6	35.4	
Marketing operations/marketing and distribution	12,700	2.6	6,000	1.1	-53.1	5,300	0.9	-10.8	-58.2	
Social sciences and history	2,500	0.5	4,000	0.7	60.5	5,100	0.9	27.6	104.9	
Public administration and services	2,800	0.6	4,200	0.8	51.8	3,300	0.6	-21.0	19.9	
Communications	1,800	0.4	2,200	0.4	18.4	2,900	0.5	34.8	59.7	
Construction trades	1,800	0.4	2,100	0.4	19.4	2,700	0.5	25.3	49.6	
Physical sciences and science technologies	2,100	0.4	2,600	0.5	24.9	2,300	0.4	-10.5	11.8	
Communications technologies	2,000	0.4	1,800	0.3	-13.5	2,000	0.3	12.9	-2.4	
Engineering	2,500	0.5	2,200	0.4	-10.4	1,800	0.3	-16.9	-25.5	
Psychology	1,000	0.2	1,600	0.3	58.8	1,600	0.3	-1.8	55.9	
Biological/life sciences	1,100	0.2	2,000	0.4	82.0	1,400	0.2	-29.1	29.0	
Transportation and material moving workers	2,600	0.5	1,600	0.3	-39.8	1,100	0.2	-32.0	-59.1	
English language and literature/letters	400	0.1	1,300	0.2	207.5	900	0.2	-33.1	105.9	
Parks, recreation, leisure, and fitness studies	400	0.1	900	0.2	120.2	800	0.1	-10.1	97.9	
Mathematics	700	0.1	800	0.1	13.1	700	0.1	-8.3	3.7	
Theological studies/religious vocations	600	0.1	600	0.1	5.2	600	0.1	-5.3	-0.3	
Foreign languages and literatures	300	0.1	600	0.1	85.6	500	0.1	-12.9	61.8	
Not classified by field of study	19,700	4.1	1,600	0.3	-91.9	600	0.1	-63.3	-97.0	

¹Fields in which fewer than 500 degrees were awarded in 2000–01 are not shown separately but are included in the total. These fields include architecture and related programs; area, ethnic, and cultural studies; R.O.T.C. and military technologies; library science; and philosophy and religion.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), table 250. Data from U.S. Department of Education, NCES, Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90–01), 1990–91, 1995–96, and 2000–01.

Degrees and Fields of Study

Table 33-3. Number of bachelor's degrees conferred by Title IV degree-granting institutions, percentage of total, and percentage change, by field of study: 1990–91, 1995–96, and 2000–01

Field of study	[Bachelor's degrees conferred rounded to hundreds]									
	1990–91		1995–96		Percent change 1990–91 to 1995–96	2000–01		Percent change 1995–96 to 2000–01	Percent change 1990–91 to 2000–01	
	Number of degrees	Percent of total	Number of degrees	Percent of total		Number of degrees	Percent of total			
Total¹	1,094,500	100.0	1,164,800	100.0	6.4	1,244,200	100.0	6.8	13.7	
Business ²	249,300	22.8	227,100	19.5	-8.9	265,700	21.4	17.0	6.6	
Social sciences and history	125,100	11.4	126,500	10.9	1.1	128,000	10.3	1.2	2.3	
Education	110,800	10.1	105,500	9.1	-4.8	105,600	8.5	0.1	-4.7	
Psychology	58,700	5.4	73,300	6.3	25.0	73,500	5.9	0.3	25.4	
Health professions and related sciences	59,100	5.4	84,000	7.2	42.3	73,500	5.9	-12.5	24.4	
Visual and performing arts	42,200	3.9	49,300	4.2	16.9	61,100	4.9	24.0	44.9	
Biological/life sciences	39,500	3.6	61,000	5.2	54.3	60,600	4.9	-0.7	53.2	
Engineering	61,500	5.6	62,100	5.3	0.9	58,100	4.7	-6.5	-5.6	
Communications	51,700	4.7	47,300	4.1	-8.4	58,000	4.7	22.6	12.3	
English language and literature/letters	51,800	4.7	50,700	4.4	-2.2	51,400	4.1	1.4	-0.8	
Computer and information sciences	25,100	2.3	24,100	2.1	-3.9	42,000	3.4	74.1	67.3	
Liberal arts and sciences, general studies, and humanities	30,500	2.8	34,000	2.9	11.4	38,000	3.1	11.7	24.4	
Multi/interdisciplinary studies	17,600	1.6	26,500	2.3	51.0	26,000	2.1	-1.9	48.0	
Protective services	16,800	1.5	24,800	2.1	47.6	25,200	2.0	1.6	50.0	
Agriculture and natural resources	13,100	1.2	21,400	1.8	63.3	23,400	1.9	9.1	78.2	
Parks, recreation, leisure, and fitness studies	4,300	0.4	14,000	1.2	224.1	19,600	1.6	39.9	353.4	
Public administration and services	14,400	1.3	19,800	1.7	38.3	19,400	1.6	-2.0	35.5	
Physical sciences and science technologies	16,300	1.5	19,600	1.7	20.2	18,000	1.4	-8.5	10.0	
Home economics and vocational home economics	14,900	1.4	15,800	1.4	6.1	17,800	1.4	12.5	19.4	
Foreign languages and literatures	13,100	1.2	14,000	1.2	6.2	15,100	1.2	8.6	15.3	
Engineering-related technologies ³	17,100	1.6	15,300	1.3	-10.5	14,200	1.1	-7.4	-17.1	
Mathematics	15,300	1.4	13,100	1.1	-14.2	11,700	0.9	-11.2	-23.7	
Philosophy and religion	7,300	0.7	7,400	0.6	1.0	8,600	0.7	15.9	17.0	
Architecture and related programs	9,800	0.9	8,400	0.7	-14.6	8,500	0.7	1.5	-13.3	
Theological studies/religious vocations	4,800	0.4	5,400	0.5	11.3	7,000	0.6	30.0	44.8	
Area, ethnic, and cultural studies	4,900	0.4	5,800	0.5	18.5	6,300	0.5	9.2	29.3	
Transportation and material moving workers	2,600	0.2	3,600	0.3	35.8	3,700	0.3	5.3	42.9	
Law and legal studies	1,800	0.2	2,100	0.2	16.7	2,000	0.2	-4.6	11.4	
Communications technologies	1,100	0.1	700	0.1	-39.2	1,100	0.1	53.7	-6.5	
Not classified by field of study	13,300	1.2	1,800	0.2	-86.8	800	0.1	-55.4	-94.1	

¹Fields in which fewer than 500 degrees were awarded in 2000–01 are not shown separately but are included in the total. These fields include precision production trades, library science, and R.O.T.C. and military technologies.

²Business includes business management and administrative services, marketing operations/marketing and distribution, and consumer and personal services.

³Engineering-related technologies includes engineering-related technologies, mechanics and repairers, and construction trades.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), table 252. Data from U.S. Department of Education, NCES, Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90–01), 1990–91, 1995–96, and 2000–01.

Services and Accommodations for Students With Disabilities

Table 34-1. Percentage distribution of students reporting disabilities according to type of disability, and among students reporting disabilities, their service receipt status, by type of disability: 1999–2000

Type of disability reported	Percentage distribution of students reporting disabilities	Percentage of students reporting disabilities who reported receiving disability-related services	Percentage of students reporting disabilities who reported needing disability-related services, but did not receive them
All disabilities	100.0	26.0	22.0
Orthopedic or mobility impairment	29.4	19.0	20.5
Mental illness or depression	17.1	30.3	24.1
Health impairment or problem	15.1	19.5	19.6
Visual or hearing impairment	11.9	22.0	13.7
Learning disability or ADD	11.4	51.1	31.7
Other disability	15.1	25.4	23.6

NOTE: Disabilities are defined as those that created difficulties for the undergraduate as a student. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000).

Changes in Faculty Tenure Policy and Hiring

Table 35-1. Percentage of institutions that had taken actions related to tenure during the previous 5 years, by type and control of institution: Fall 1998

Type and control of institution	Institutions with tenure systems	Took at least one action related to tenure ¹	Offered early or phased retirement to tenured faculty	Replaced a number of tenured faculty with full-time faculty on fixed-term contracts	Changed policy for granting tenure	Made standards more stringent for granting tenure	Downsized tenured faculty ²
All institutions ³	66	63	48	16	12	11	8
Public research	100	81	60	21	19	14	15
Private not-for-profit research	100	75	69	16	6	13	6
Public doctoral ⁴	100	64	44	20	18	12	1
Private not-for-profit doctoral ⁴	92	56	45	11	15	11	9
Public comprehensive	99	63	50	23	13	20	9
Private not-for-profit comprehensive	58	76	63	21	15	21	6
Private not-for-profit liberal arts	66	61	45	11	7	4	11
Public 2-year	61	69	54	16	12	12	8
Other ⁵	50	44	24	12	13	5	6

¹Includes other actions not shown. Not included are institutions that reported they had discontinued the tenure system. Overall, 1.4 percent of institutions had done so during the previous 5 years.

²Institutions that have downsized may have dismissed tenured faculty, replaced departing tenured faculty with nontenure-track faculty, or not hired replacements for departing tenured faculty.

³All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

⁴Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

⁵Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: Institutions were asked to report policies affecting full-time faculty and instructional staff. See *supplemental note 8* for a description of types of institutions.

SOURCE: Berger, A., Kirshstein, R., and Rowe, E. (2001). *Institutional Policies and Practices: Results From the 1999 National Study of Postsecondary Faculty, Institution Survey* (NCES 2001–201), tables 5.1 and 5.6. Data from 1999 National Study of Postsecondary Faculty (NSOPF:99).

Changes in Faculty Tenure Policy and Hiring

Table 35-2. Percentage distribution of new, full-time faculty and instructional staff according to tenure status, by type and control of institution: Fall 1992 and fall 1998

Type and control of institution	Percent of new hires who were full time	Tenure status of new full-time hires			
		Tenured	On tenure track	Not on tenure track	No tenure system
1998					
All institutions¹	41.1	8.3	42.9	38.0	10.8
Public research	67.5	12.5	38.9	47.5	1.2
Private not-for-profit research	59.2	7.2	35.0	55.5	2.3
Public doctoral ²	59.3	8.9	44.3	45.5	1.4
Private not-for-profit doctoral ²	47.8	5.4	40.9	45.0	8.7
Public comprehensive	43.6	8.0	54.1	37.4	0.6
Private not-for-profit comprehensive	35.7	9.5	43.6	33.8	13.1
Private not-for-profit liberal arts	41.8	2.3	46.1	31.7	19.9
Public 2-year	19.8	8.4	47.6	15.9	28.1
Other ³	41.1	3.5	27.3	31.1	38.1
1992					
All institutions¹	43.7	16.7	42.4	31.6	9.3
Public research	70.2	22.1	38.7	39.2	#
Private not-for-profit research	63.6	17.3	34.1	45.2	3.4
Public doctoral ²	63.5	15.7	47.3	36.7	0.2
Private not-for-profit doctoral ²	60.6	13.4	45.3	32.1	9.2
Public comprehensive	49.8	18.4	51.8	28.4	1.4
Private not-for-profit comprehensive	39.5	11.8	51.2	30.2	6.8
Private not-for-profit liberal arts	50.7	13.9	45.1	31.3	9.7
Public 2-year	22.7	16.6	37.9	20.4	25.1
Other ³	36.9	7.9	25.2	19.6	47.4

#Rounds to zero.

¹All public and private not-for-profit Title IV degree-granting institutions in the 50 states and the District of Columbia.

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

³Public liberal arts, private not-for-profit 2-year, and religious and other specialized institutions, except medical schools and medical centers.

NOTE: This table includes faculty and instructional staff who had been at their current jobs for no more than 3 years. Categories of tenure status changed slightly from NSOPF:93 to NSOPF:99; the categories were combined in NSOPF:93 to be comparable to the NSOPF:99 categories. See *supplemental note 8* for a description of types of institutions. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1993 and 1999 National Study of Postsecondary Faculty (NSOPF:93 and NSOPF:99).

Home Literacy Environment and Kindergartners' Reading Achievement

Table 36-1. Mean home literacy index and mean fall kindergarten reading scale score of young children enrolled in kindergarten for the first time, by selected characteristics: 1998–99

Selected characteristics	Mean home literacy index	Mean fall kindergarten reading scale score
Total	2.9	22.2
Sex		
Male	2.8	21.6
Female	3.1	22.8
Race/ethnicity ¹		
Asian	2.7	26.7
Black	2.4	20.1
White	3.2	23.3
Other ²	2.7	20.1
Hispanic	2.5	19.5
Mother's home language		
English	3.0	22.3
Other than English	2.2	20.0
Mother's education		
Less than high school	2.1	17.3
High school diploma or equivalent	2.6	20.3
Some college, including vocational/technical	3.1	22.5
Bachelor's degree	3.5	26.2
Graduate/first-professional degree	3.7	28.3
Family type		
Two-parent household	3.1	23.0
None or one-parent household	2.6	19.8
Poverty status ³		
Below poverty threshold (poor)	2.3	18.1
At or above poverty threshold (nonpoor)	3.1	23.1
Between 100 and 200 percent of the poverty threshold	2.7	20.2
Above 200 percent of the poverty threshold	3.2	24.3

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

²Other includes Pacific Islander or Native Hawaiian, American Indian or Alaska Native, and more than one race.

³See *supplemental note 1* for additional information on poverty status.

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Base Year Public-Use Data File, 1998–99, February 2001.

Early Literacy Activities

Table 37-1. Percentage of children ages 3–5 not yet enrolled in kindergarten who participated in home literacy activities with a family member three or more times in the week before the survey, by selected child and family characteristics: 1993 and 2001

Child and family characteristics	Read to ¹		Told a story		Taught letters, words, or numbers		Taught songs or music	
	1993	2001	1993	2001	1993	2001	1993	2001
Total	78.3	84.1	43.0	54.3	57.7	74.2	41.0	54.1
Age								
3	79.4	83.6	46.4	54.5	57.2	71.2	45.0	59.9
4	77.8	85.2	41.2	54.6	58.1	77.1	38.9	51.7
5	75.9	81.5	35.8	52.0	57.9	74.6	33.1	40.6
Sex								
Male	77.4	82.1	42.6	53.2	57.7	72.8	38.3	51.4
Female	79.2	86.1	43.4	55.4	57.7	75.7	43.8	56.9
Race/ethnicity²								
Asian/Pacific Islander	68.8	87.4	52.1	58.1	61.8	77.9	35.9	50.4
Black	65.9	76.7	39.0	51.2	62.7	77.5	48.9	53.9
White	84.8	89.4	44.3	57.9	57.2	74.8	40.2	53.4
Other ³	75.9	86.5	48.1	61.8	56.0	78.4	31.3	57.9
Hispanic	58.2	70.7	37.7	42.3	53.9	68.2	38.7	56.6
Mother's home language⁴								
English	81.4	87.7	43.7	56.3	58.4	76.0	42.0	55.2
Not English	42.1	59.4	35.7	34.2	51.9	62.1	32.6	50.0
Mother's education⁴								
Less than high school	59.7	69.0	36.6	43.2	56.4	66.6	39.8	54.4
High school diploma or equivalent	75.5	80.8	41.2	53.0	56.4	73.1	41.3	54.6
Some college, including vocational/technical	83.3	85.6	45.1	53.5	60.4	76.0	42.4	55.3
Bachelor's degree	90.0	93.0	47.9	57.9	56.6	75.8	38.5	51.6
Graduate/professional degree	89.9	96.0	49.6	67.2	59.5	80.0	43.8	56.8
Mother's employment status⁴								
Employed full time or part time	79.3	85.6	43.6	53.8	56.5	73.5	41.2	54.6
35 hours or more per week	77.9	83.5	42.7	51.3	55.7	73.1	41.9	52.5
Less than 35 hours per week	81.5	89.4	45.0	58.6	57.7	74.2	40.2	58.5
Looking for work	70.9	76.5	42.9	55.9	65.8	72.8	49.2	40.1
Not in the labor force	78.9	83.1	42.5	54.3	58.3	75.8	40.0	56.1
Family type								
Two-parent household	81.1	86.7	43.8	55.3	57.1	74.5	39.9	54.1
None or one-parent household	70.8	76.3	40.7	51.3	59.1	73.5	43.9	54.2
Poverty status⁵								
Below poverty threshold (poor)	67.5	73.7	39.1	50.7	59.6	72.4	45.2	57.0
At or above poverty threshold (nonpoor)	82.1	87.1	44.3	55.3	57.0	74.7	39.5	53.3
Between 100 and 200 percent of poverty threshold	75.5	80.8	42.5	54.4	58.1	72.1	39.4	53.0
Above 200 percent of poverty threshold	86.8	90.1	45.6	55.8	56.2	76.0	39.5	53.4
Number of children								
1	80.9	84.3	45.9	52.7	65.0	77.1	44.0	54.6
2–3	78.7	84.6	43.1	54.1	55.8	73.6	39.7	52.9
4 or more	72.4	81.8	38.3	56.9	56.8	73.4	43.3	59.1

¹In 1993, respondents were asked about 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.

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

³Other includes American Indian and Alaska Native.

⁴Children without mothers (birth, adoptive, step, or foster) residing in the household are not included in estimates dealing with mother's education, mother's language at home, or mother's employment status. Excludes 86 children in 1993 and 65 children in 2001 when there was no mother (birth, adoptive, step, or foster) residing in their household and the survey respondent on the telephone was not a female.

⁵See *supplemental note 1* for additional information on poverty status.

SOURCE: U.S. Department of Education, NCES, School Readiness and Early Childhood Education Program Participation Surveys of the National Household Education Surveys Program (SR-NHES:1993 and ECPP-NHES:2001).

Care Arrangements for Children After School

Table 38-1. Percentage of children in kindergarten through 8th grade who participated in various care arrangements after school, by child, family, and community characteristics: 2001

Child, family, and community characteristics	Number of children (thousands)	Parental care	Nonparental care	Type of nonparental care arrangement				
				Relative care	Nonrelative care	Center- or school-based programs	Extra-curricular activities ¹	Self-care
Total	35,743	49.6	50.4	16.9	6.5	18.7	7.3	13.3
Child's grade								
K-2	11,778	51.7	48.3	19.5	9.6	21.4	5.0	1.6!
3-5	12,343	50.9	49.1	17.9	6.5	20.3	8.2	8.4
6-8	11,622	46.2	53.8	13.2	3.2	14.2	8.8	30.5
Child's race/ethnicity ²								
Black	5,822	34.1	65.9	25.3	6.3	28.9	9.6	18.2
White	22,144	53.7	46.3	14.8	6.5	15.2	6.7	12.6
Other ³	2,091	47.8	52.2	14.4	3.8!	22.5	11.8	13.3
Hispanic	5,686	50.3	49.7	17.3	7.3	20.5	5.6	11.2
Parents' language spoken most at home								
Both parents speak English	32,606	48.8	51.2	17.4	6.6	18.6	7.5	13.8
One parent speaks English	636	53.6	46.4	12.1!	6.9!	21.9	7.4!	11.6!
Neither parent speaks English	2,502	59.3	40.7	12.0	4.2	19.3	5.1!	7.5
Mother's employment status ⁴								
Full-time	16,067	32.1	67.9	26.1	9.5	23.1	8.7	18.3
Part-time	7,459	57.4	42.6	12.3	6.3	14.1	6.3	11.7
Not in labor force	10,952	72.1	27.9	5.6	1.8!	14.3	5.9	6.3
Family type								
Two-parent household	24,809	56.4	43.6	12.9	5.5	16.2	6.7	11.9
One-parent household	9,924	33.4	66.6	26.4	9.0	24.6	8.7	16.8
Nonparent guardians	1,010	43.1	56.9	21.6	3.7!	23.0	9.9!	15.3
Household income								
\$25,000 or less	10,671	47.8	52.2	19.3	6.3	20.8	6.9	13.7
\$25,001-50,000	9,542	48.7	51.3	19.6	5.7	17.3	6.7	14.0
\$50,001-75,000	7,608	51.6	48.4	15.6	6.3	17.4	6.8	12.9
More than \$75,000	7,922	51.3	48.7	11.7	7.7	18.8	9.0	12.4
Poverty status ⁵								
Poor	7,940	52.0	48.0	17.1	5.7	20.6	7.2	11.3
Nonpoor	27,803	49.0	51.0	16.8	6.7	18.2	7.4	13.9
Community type ⁵								
Urban	22,673	48.3	51.7	16.6	6.2	21.2	7.2	13.2
Outside of urbanized areas	4,465	52.9	47.1	17.1	6.0	13.9	6.2	15.5
Rural	8,605	51.5	48.5	17.6	7.2	14.6	8.3	12.7

!Interpret data with caution (estimates are unstable).

¹Includes organized activities such as sports, arts, and clubs that were used to cover period when parents needed adult supervision for their children.

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

³See *supplemental note 1* for more information on "Other" racial/ethnic category.

⁴Children without mothers (birth, adoptive, step, or foster) residing in the household are not included in estimates of mother's employment status. Detail may not sum to totals because of the exclusion.

⁵See *supplemental note 1* for more information on poverty status and community type.

NOTE: Home-schooled children are excluded. Since some children participate in more than one type of nonparental care arrangement after school, the sum of all arrangement types exceeds the total percentage of nonparental care arrangements. Detail may not sum to totals because of rounding. See the glossary for definitions of types of care arrangements.

SOURCE: U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program (ASPANHES:2001).

Care Arrangements for Children After School

Table 38-2. Number and percentage of children in kindergarten through 8th grade who participated in selected nonparental care arrangements after school, by type of activity and by parents' attitude toward certain aspects of the care arrangement: 2001

Characteristic	Relative care	Nonrelative care	Center- or school-based programs	Self-care
Total	6,041	2,304	6,680	4,765
		Number of children (thousands)		
		Percent of children participating		
Type of activity				
Homework or school-related	69.4	56.2	55.5	65.1
Watching television, playing video games, or listening to music	59.1	47.6	10.4	58.5
Outdoor play, activities, or sports	36.3	49.2	49.0	24.1
Indoor play	27.1	45.8	34.6	10.9
Reading or writing (nonschool-related)	19.3	15.5	18.9	13.1
Eating or snacking	15.3	18.8	5.9	10.4
Arts and crafts	11.9	18.2	37.5	7.5
Computers	13.1	9.9	12.2	24.4
Chores or work	10.7	4.7 [!]	2.2	16.4
Talking on telephone	3.8	2.5 [!]	#	8.9
Talking to parent or care provider	2.8 [!]	5.0 [!]	1.8 [!]	#
All other activities ¹	3.2	3.5 [!]	6.0	5.2
		Percent of children whose parents rated the child's care arrangement as "good" or "excellent"		
Criterion				
Safety and well-being of child	98.3	97.9	97.0	†
Transportation	96.8	97.7	92.1	†
Reliability of care	96.0	95.1	95.8	†
Affordability of care	94.9	84.6	88.4	†
Quality of activities	89.6	87.4	89.2	†

†Not applicable.

#Rounds to zero.

[!]Interpret data with caution (estimates are unstable).

¹Other activities include talking on the phone with friends or socializing and all other activities that were not specified.

NOTE: Home-schooled children have been excluded. Detail may not sum to totals because of rounding. Parents could report up to three activities for each reported care arrangement. All reported activities are included.

SOURCE: U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program (ASPA–NHES:2001).

Public Elementary and Secondary Expenditures

Table 39-1. Total expenditures per student (in constant 1999–2000 dollars) in fall enrollment in public school districts, by location: 1991–92, 1992–93, and 1994–95 to 1999–2000

Location	Total expenditures per student ¹								Total GCEI adjusted expenditures ² 1994–95	Percentage change, total expenditures 1991–92 to 1999–2000	Percentage change, enrollment 1991–92 to 1999–2000
	1991–92	1992–93	1994–95	1995–96	1996–97	1997–98	1998–99	1999–2000			
Total ³	\$6,729	\$6,918	\$7,122	\$7,097	\$7,227	\$7,509	\$7,835	\$8,105	\$7,040	20.4	11.2
Central city of large metropolitan statistical area (MSA)	7,489	7,801	7,445	7,337	7,420	7,717	8,281	8,578	6,931	14.6	20.8
Central city of midsize MSA	6,396	6,499	6,947	6,913	7,029	7,297	7,692	8,028	6,946	25.5	-23.1
Urban fringe of large MSA	7,446	7,730	7,706	7,644	7,618	8,077	8,224	8,537	7,134	14.7	111.7
Urban fringe of midsize MSA	6,902	6,929	6,660	6,618	7,075	7,067	7,341	7,409	6,750	7.3	5.7
Large town	6,242	6,303	6,331	6,067	6,292	6,482	6,717	7,019	6,672	12.5	-50.6
Small town	6,222	6,395	6,405	6,287	6,655	6,719	7,070	7,320	6,950	17.6	-48.6
Rural ⁴	6,296	6,516	6,852	6,986	7,140	7,328	7,658	7,898	7,433	25.4	37.2

¹Per student expenditures are in constant 1999–2000 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 10* for more information on the CPI.

²The Geographic Cost of Education Index (GCEI) adjusts for differences in educational costs across geographical regions of the United States. The most recent GCEIs are from 1993–94, so only data for 1994–95 are adjusted. See *supplemental note 10* for more details.

³Total excludes school districts that have not been assigned a location.

⁴Includes rural within MSA and rural outside MSA.

NOTE: Total expenditures per student in fall enrollment include all expenditures allocable to per student costs divided by fall enrollment. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Expenditures for nonelementary-secondary programs that include community services, adult education, and other are excluded. See *supplemental note 7* for more information on location. See the Glossary for definitions of current expenditures and capital outlay.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Public School District Universe Survey," 1991–92, 1992–93, and 1994–95 to 1999–2000, "Public School District Financial Survey," 1991–92, 1992–93, and 1994–95 to 1999–2000, and Geographic Cost of Education Indexes (GCEIs) available from the Education Finance Statistics Center (<http://nces.ed.gov/edfin/>).

Public Elementary and Secondary Expenditures

Table 39-2. Current expenditures per student (in constant 1999–2000 dollars) in fall enrollment in public school districts, by location: 1991–92, 1992–93, and 1994–95 to 1999–2000

Location	Current expenditures per student ¹								Current GCEI adjusted expenditures ² 1994–95	Percentage change, current expenditures 1991–92 to 1999–2000
	1991–92	1992–93	1994–95	1995–96	1996–97	1997–98	1998–99	1999–2000		
Total ³	\$5,688	\$6,101	\$5,991	\$6,003	\$6,142	\$6,316	\$6,526	\$6,642	\$5,935	16.8
Central city of large metropolitan statistical area (MSA)	6,487	7,062	6,316	6,298	6,352	6,584	6,936	7,088	5,891	9.3
Central city of midsize MSA	5,382	5,733	5,883	5,938	6,102	6,260	6,489	6,759	5,898	25.6
Urban fringe of large MSA	6,205	6,773	6,371	6,391	6,421	6,696	6,827	6,901	5,897	11.2
Urban fringe of midsize MSA	5,854	6,156	5,554	5,552	5,923	5,808	6,012	6,088	5,642	4.0
Large town	5,258	5,628	5,486	5,265	5,522	5,590	5,876	5,980	5,780	13.7
Small town	5,256	5,592	5,487	5,372	5,684	5,717	5,985	6,071	5,962	15.5
Rural ⁴	5,292	5,631	5,777	5,802	5,972	6,113	6,296	6,393	6,286	20.8

¹Per student expenditures are in constant 1999–2000 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 10* for more information on the CPI.

²The Geographic Cost of Education Index (GCEI) adjusts for differences in educational costs across geographical regions of the United States. The most recent GCEIs are from 1993–94, so only data for 1994–95 are adjusted. See *supplemental note 10* for more details.

³Total excludes school districts that have not been assigned a location.

⁴Includes rural within MSA and rural outside MSA.

NOTE: See *supplemental note 1* for more information on location. See the Glossary for a definition of current expenditures.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Public School District Universe Survey," 1991–92, 1992–93, and 1994–95 to 1999–2000, "Public School District Financial Survey," 1991–92, 1992–93, and 1994–95 to 1999–2000.

International Comparisons of Expenditures for Education

Table 40-1. Annual expenditures on public and private institutions per student and as a percentage of GDP, by level of education and country: 1999

Country	Expenditures on public and private institutions per student ¹		Expenditures on public and private institutions as a percentage of GDP		GDP ² per capita (in equivalent U.S. dollars converted using PPPs)
	Elementary and secondary ³	Postsecondary ⁴	Elementary and secondary ³	Postsecondary ⁴	
OECD mean	\$4,850	\$9,210	3.6	1.3	\$21,795
Australia	5,782	11,725	4.2	1.5	25,559
Austria ⁵	7,806	12,070	4.1	1.5	25,703
Belgium	5,329	9,724	3.5	1.3	24,669
Canada	5,981	15,211	3.8	2.5	25,243
Czech Republic	2,759	5,688	3.1	0.9	13,553
Denmark	7,226	10,657	4.1	1.6	27,679
Finland	5,093	8,114	3.6	1.8	23,429
France	5,944	7,867	4.3	1.1	23,155
Germany	5,734	10,393	3.4	1.1	24,627
Greece	2,571	4,260	2.5	1.0	15,799
Hungary	2,303	5,861	3.0	1.1	11,505
Iceland	—	—	—	—	27,695
Ireland	3,605	9,673	3.0	1.4	26,006
Italy	6,066	7,552	3.2	0.8	23,952
Japan	5,668	10,278	3.0	1.0	25,079
Korea	3,137	5,356	4.0	2.4	13,647
Luxembourg	—	—	—	—	43,069
Mexico	1,240	4,789	3.6	1.1	8,357
Netherlands	4,933	12,285	3.1	1.3	26,440
New Zealand	—	—	4.6	0.9	19,423
Norway ⁵	6,665	12,096	4.0	1.5	29,013
Poland	1,778	3,912	3.6	1.0	8,991
Portugal ⁵	4,320	4,802	4.0	1.1	17,063
Slovak Republic	1,852	5,325	3.0	0.8	11,152
Spain	4,331	5,707	3.7	1.1	19,044
Sweden	5,827	14,222	4.4	1.7	23,476
Switzerland	8,194	17,997	4.3	1.2	28,778
Turkey	—	4,328	2.9	1.0	5,966
United Kingdom	4,563	9,554	3.7	1.1	22,499
United States	7,397	19,220	3.8	2.3	33,280

—Not available.

¹Per student expenditures are calculated based on public and private full-time-equivalent (FTE) enrollment figures (adjusted for the 1998–99 school year) and on current expenditures and capital outlay from both public and private sources where data are available.

²GDP adjusted to national financial year.

³Includes postsecondary nontertiary data for Belgium, Finland, Japan, Norway, Poland, Slovak Republic, Spain, and the United Kingdom.

⁴Includes postsecondary nontertiary data for Canada, Japan, and the United States.

⁵Data are for full-time 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 Greece, Hungary, Italy, Norway, Poland, Switzerland, and Turkey, which include public institutions only, and the Netherlands, which includes public and government-dependent private institutions only.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2002). *Education at a Glance: OECD Indicators 2002*, tables B1.1, B2.1c, B6.2, and X2.1. Data from OECD Education Database, unpublished data (December 2002).

General and Categorical Funding in Elementary and Secondary Education

Table 41-1. Revenues per student for public school districts according to the percentage of students in the school district below poverty level, by source of revenues: 1999–2000

Source of revenues	Revenues per student					
	All districts	Percentage of students in school district below poverty level				
		Less than 5.0	5.0–14.9	15.0–24.9	25.0–34.9	35.0 or more
Total, all sources	\$7,926	\$8,995	\$7,847	\$7,364	\$8,143	\$8,522
Total general revenues	6,384	8,119	6,679	5,706	6,142	5,901
State programs	2,854	2,180	2,739	2,820	3,079	3,825
Local programs	3,530	5,938	3,940	2,886	3,062	2,076
Total categorical revenues	1,542	876	1,168	1,659	2,001	2,621
Compensatory revenues	188	29	107	200	335	382
Federal programs	120	17	61	133	225	225
State programs	69	12	46	66	110	157
Other categorical revenues	1,353	847	1,062	1,459	1,666	2,239
Federal programs	408	166	264	422	627	810
State programs	946	681	797	1,036	1,039	1,429
				Percentage of all students		
Distribution of students	100.0	9.5	36.5	28.1	18.3	7.7

NOTE: Per student revenues are for regular school districts. Vocational, special education, nonoperating, and educational service agencies are excluded. Poverty is defined by the Bureau of the Census using a set of money-income thresholds for the 1996–97 school year. Students are considered to be in poverty if the family's total household income is below the threshold for their family size and composition. See *supplemental note 10* for details on poverty thresholds. See the Glossary for definitions of total general revenue and total categorical revenue. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 1999–2000, U.S. Department of Commerce, Bureau of the Census, "Elementary and Secondary School District Finance Data Files," 1999–2000.

General and Categorical Funding in Elementary and Secondary Education

Table 41-2. Revenues per student for public school districts according to the metropolitan area status of the school district, by source of revenues: 1999–2000

Source of revenues	Revenues per student			
	Metropolitan area status of school district			
	All districts	Primarily serves a central city	Serves a metropolitan area but not a central city	Does not serve a metropolitan area
Total, all sources	\$7,926	\$7,953	\$8,144	\$7,305
Total general revenues	6,384	6,188	6,666	5,889
State programs	2,854	2,993	2,627	3,281
Local programs	3,530	3,194	4,039	2,607
Total categorical revenues	1,542	1,765	1,478	1,417
Compensatory revenues	188	267	145	201
Federal programs	120	162	89	147
State programs	69	105	56	54
Other categorical revenues	1,353	1,498	1,333	1,216
Federal programs	408	545	322	454
State programs	946	953	1,011	762
		Percentage of all students		
Distribution of students	100.0	26.5	53.6	19.9

NOTE: Per student revenues are for regular school districts. Vocational, special education, nonoperating, and educational service agencies are excluded. See Glossary for definitions of total general revenue and total categorical revenue. Detail may not sum to totals because of rounding. See *supplemental note 1* for more details on metropolitan area status of school districts.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 1999–2000, U.S. Department of Commerce, Bureau of the Census, "Elementary and Secondary School District Finance Data Files," 1999–2000.

Federal Grants and Loans

Table 42-1. Percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients (in constant 1999 dollars), and average percentage of aid received as loans, by source of aid, dependency status, and income: 1992–93 and 1999–2000

Dependency status and income	Federal					Total				
	Loans		Grants		Loans as percent of federal aid	Loans		Grants		Loans as percent of total aid
	Percent	Average dollars	Percent	Average dollars		Percent	Average dollars	Percent	Average dollars	
1992–93										
Total	31.5	\$4,000	29.7	\$2,400	53.7	32.5	\$4,100	49.3	\$4,200	33.7
Dependent undergraduates	27.2	3,600	20.6	2,200	59.2	28.3	3,800	43.2	4,500	32.2
Low-income quartile	48.4	3,500	68.3	2,600	38.1	48.8	3,500	79.2	4,700	27.5
Middle-income quartiles	30.9	3,600	15.1	1,600	72.1	32.0	3,800	42.9	4,600	37.3
High-income quartile	13.3	3,800	1.0	1,700	88.0	15.1	4,200	25.4	4,400	31.4
Independent undergraduates	42.5	4,700	53.1	2,500	45.9	43.1	4,800	64.9	3,500	36.5
1999–2000										
Total	43.9	\$4,800	30.5	\$2,500	64.0	45.1	\$5,500	58.8	\$5,000	40.6
Dependent undergraduates	42.6	4,200	23.1	2,400	68.4	43.8	4,900	56.2	5,500	39.6
Low-income quartile	46.9	4,300	72.4	2,800	36.6	47.8	4,800	83.2	5,500	26.1
Middle-income quartiles	46.6	4,200	13.1	1,600	81.2	47.9	4,900	53.7	5,400	45.1
High-income quartile	31.9	4,200	0.7	1,600	94.6	33.4	5,200	38.7	5,300	44.4
Independent undergraduates	47.6	6,400	51.1	2,700	54.5	48.5	6,800	65.9	3,800	43.1

NOTE: Federal loans include Perkins, Stafford subsidized and unsubsidized, and Supplemental Loans to Students (SLS). Total loans include federal, state, institutional, and private loans. PLUS loans to parents are not included in either the federal or total loan categories. Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Total grants include federal, state, institutional, and private grants, including employer reimbursements. Income for dependent students is based on parents' annual income in the prior year. Income quartiles are described in *supplemental note 9*. Estimates for the 1992–93 academic year were converted to 1999 dollars using the average annual Consumer Price Index for All Urban Consumers (CPI-U).

SOURCE: U.S. Department of Education, NCES, 1992–93 and 1999–2000 National Postsecondary Student Aid Study (NPSAS:93 and NPSAS:2000).

Table 42-2. Percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients (in constant 1999 dollars), and average percentage of aid received as loans, by source of aid and type of institution: 1992–93 and 1999–2000

Type of institution	Federal					Total				
	Loans		Grants		Loans as percent of federal aid	Loans		Grants		Loans as percent of total aid
	Percent	Average dollars	Percent	Average dollars		Percent	Average dollars	Percent	Average dollars	
1992–93										
Total	31.5	\$4,000	29.7	\$2,400	53.7	32.5	\$4,100	49.3	\$4,200	33.7
Public 2-year	11.4	2,800	30.3	2,100	23.1	11.8	2,800	42.5	2,300	16.1
Public 4-year	30.8	3,700	27.2	2,300	57.1	31.7	3,800	44.1	3,100	38.3
Private not-for-profit 4-year	44.0	4,400	27.0	2,800	65.1	45.8	4,600	63.2	7,200	30.7
1999–2000										
Total	43.9	\$4,800	30.5	\$2,500	64.0	45.1	\$5,500	58.8	\$5,000	40.6
Public 2-year	16.3	3,400	32.4	2,500	30.5	17.1	3,900	49.7	2,600	21.0
Public 4-year	47.4	4,700	28.9	2,500	70.2	48.4	5,000	54.5	3,800	48.3
Private not-for-profit 4-year	58.2	5,100	27.5	2,700	71.9	59.9	6,300	75.0	8,400	35.9

NOTE: Federal loans include Perkins, Stafford subsidized and unsubsidized, and Supplemental Loans to Students (SLS). Total loans include federal, state, institutional, and private loans. PLUS loans to parents are not included in either the federal or total loan categories. Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Total grants include federal, state, institutional, and private grants, including employer reimbursements. Income for dependent students is based on parents' annual income in the prior year. See *supplemental note 8* for a description of types of institutions. Estimates for the 1992–93 academic year were converted to 1999 dollars using the average annual Consumer Price Index for All Urban Consumers (CPI-U).

SOURCE: U.S. Department of Education, NCES, 1992–93 and 1999–2000 National Postsecondary Student Aid Study (NPSAS:93 and NPSAS:2000).

Changes in the Net Price of College Attendance

Table 43-1. Among full-time, full-year undergraduates, average total tuition, total price, and net price, in constant 1999 dollars, by type of institution and income quartile: 1992–93 and 1999–2000

Type of institution and income quartile ³	Tuition and fees		Total price ¹		Net price ²	
	1992–93	1999–2000	1992–93	1999–2000	1992–93	1999–2000
Public 2-year						
Total	\$1,400	\$1,600	\$8,000	\$9,100	\$7,100	\$7,700
Income quartile						
Low quartile	1,400	1,500	8,300	9,000	6,200	6,400
Middle quartiles	1,400	1,600	8,000	9,100	7,400	8,200
High quartile	1,400	1,500	8,000	9,100	7,700	8,800
Public comprehensive and baccalaureate						
Total	\$2,900	\$3,400	\$10,300	\$11,200	\$8,900	\$9,300
Income quartile						
Low quartile	2,700	3,100	10,300	10,900	7,500	7,500
Middle quartiles	2,900	3,400	10,200	11,200	9,200	9,800
High quartile	3,300	3,700	10,400	11,600	10,100	10,800
Public research and doctoral						
Total	\$4,000	\$4,800	\$12,200	\$13,600	\$10,900	\$11,300
Income quartile						
Low quartile	3,600	4,300	12,000	13,300	9,100	9,100
Middle quartiles	3,700	4,700	12,000	13,500	10,800	11,700
High quartile	4,400	5,300	12,600	13,900	12,000	12,800
Private not-for-profit comprehensive and baccalaureate						
Total	\$12,300	\$14,000	\$19,600	\$22,200	\$15,100	\$15,700
Income quartile						
Low quartile	10,600	11,300	17,900	18,900	11,300	11,400
Middle quartiles	11,800	14,300	19,000	22,700	13,800	15,600
High quartile	13,900	15,900	21,200	24,300	18,800	19,500
Private not-for-profit research and doctoral						
Total	\$16,300	\$19,700	\$25,200	\$29,300	\$20,400	\$21,700
Income quartile						
Low quartile	15,500	18,300	24,200	28,100	15,400	16,000
Middle quartiles	15,900	19,500	25,000	29,000	18,200	20,200
High quartile	16,800	20,600	25,700	30,100	23,400	26,000

¹Tuition, fees, books, supplies, and living expenses.

²Total price of attendance minus all grants from federal, state, institutional, and private sources.

³Percentiles are calculated separately for dependent and independent students and then combined into one variable. Each ranking compares the student with others with the same dependency status. Parents' income is used for dependent students, and student's own income is used for independent students.

NOTE: Estimates for the 1992–93 academic year were converted to 1999 dollars using the average annual Consumer Price Index for All Urban Consumers (CPI-U).

SOURCE: Horn, L., Wei, C.C., and Berker, A. (2002). *What Students Pay for College: Changes in Net Price of College Attendance Between 1992–93 and 1999–2000* (NCES 2002–174), tables 4–9. Data from U.S. Department of Education, NCES, 1992–93 and 1999–2000 National Postsecondary Student Aid Study (NPSAS:93 and NPSAS:2000).

Employer Support for Adult Education

Table 44-1. Percentage of adults ages 25–64 who participated in adult education according to their employment status, educational requirements, and receipt of employer financial support, by type of adult education: 2001

Type of adult education	Percent who participated	Percent of adult education participants who were employed	Among employed adult education participants ¹				Percent of employed participants who received employer financial support ⁴
			Percent who had any continuing education requirement ²	Percent who had any license or certification requirement	Percent who had any employer requirement	Percent who had any type of employer or occupational requirement ³	
Any education	51.6	80.9	37.9	31.8	51.8	69.2	75.4
Work-related education	40.1	87.2	40.9	37.3	61.8	78.3	87.1
Education taken for credit ^{5, 6, 7}	8.6	84.2	44.7	38.8	37.6	82.5	65.9
College program	4.4	79.8	44.0	26.0	12.6	72.0	47.4
Vocational/technical program	1.3	74.3	45.4	56.8	33.0	78.1	68.0
Other, work-related education ⁸	3.4	91.6	48.1	46.3	64.1	80.4	84.1
Noncredit education ⁵	35.6	88.3	41.2	36.6	65.1	77.2	90.6
Adult basic education	0.4	56.8	‡	†	‡	‡	‡
Apprenticeship	0.9	†	†	†	†	†	†
Other, work-related education ⁸	35.0	88.4	41.5	37.1	66.1	78.2	92.0
Nonwork-related education	23.3	70.7	35.0	2.6	0.7!	36.0	17.8
Education taken for credit ^{5, 6}	3.7	78.3	36.6	14.8	3.7!	42.1	30.1
Noncredit education ^{5, 6}	20.9	70.1	34.6	‡	0.1!	34.6	16.0

†Not applicable.

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

¹Refers to education taken by the respondent. Persons were employed at the time they participated in at least one education activity.

²Respondent reported being in an occupation that has legal or professional requirements for continuing training or education.

³Education may have been required by the employer, or it may have been part of occupational or legal requirements such as continuing education or to obtain or maintain a state, industry, or company certificate or license.

⁴Employer financial support includes payment for books and supplies in addition to tuition and fees and paid time off from work.

⁵Includes English as a Second Language education.

⁶Includes Adult Basic Education.

⁷Includes apprenticeship programs for credit.

⁸Other* includes work or career-related education, seminars, training, or workshops, education related to personal interests or hobbies, first aid or CPR, religion, health, and so on.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001).

Employer Support for Adult Education

Table 44-2. Percentage distribution and percentage of adults ages 25–64 who participated in any work-related education according to their employment status and type of employer financial support received, by selected characteristics: 2001

Characteristic	Percentage distribution of participants who took work-related education	Among those who took work-related education, percent who were employed	Percent who took work-related education and were employed ¹		
			Received employer financial support ²	Employer paid at least part of tuition and/or fees	Employer paid time off from work
Total	100.0	87.2	87.1	81.5	73.8
Sex					
Male	47.7	87.3	87.3	82.0	73.9
Female	52.4	87.1	87.0	81.1	73.8
Age					
25–34	28.0	89.1	81.3	76.7	68.5
35–44	33.3	85.4	89.0	84.6	76.6
45–54	28.7	89.9	89.9	83.7	76.3
55–64	10.0	80.0	89.7	78.2	72.7
Race/ethnicity ³					
Black	8.6	88.4	87.7	81.9	76.0
White	76.9	88.2	88.8	83.3	75.7
Other ⁴	5.9	79.8	84.6	71.7	60.9
Hispanic ⁵	8.7	82.4	71.9	70.6	62.6
Education					
Less than high school	3.5	82.1	60.3	56.4	47.2
High school diploma or equivalent	42.9	87.3	87.4	82.3	72.7
Some college, including vocational/technical	8.9	92.5	86.8	78.8	74.7
Bachelor's degree or higher	44.7	86.5	89.0	83.2	76.7
Occupation ⁶					
Professional, technical, and related	33.4	91.1	87.7	79.6	71.8
Executive, administrative, and managerial	15.9	91.8	94.8	91.4	87.3
Sales	9.0	82.3	83.3	75.8	68.9
Administrative support	14.1	94.8	86.0	81.3	75.9
Precision production, craft, and repair	5.5	94.0	86.2	81.3	67.6
Machine operators, assemblers, and inspectors	4.4	90.2	89.4	85.9	78.8
Transportation and material moving	2.3	94.3	84.9	81.1	75.5
Handlers, equipment cleaners, helpers, and laborers	1.8!	82.6	76.4	73.6	65.4
Service	8.7	88.7	79.8	77.2	62.2
Miscellaneous	0.8!	‡	‡	‡	‡
Size of the firm (number of employees) ⁶					
1–24	19.0	67.7	76.2	70.7	58.2
25–499	26.6	96.1	86.9	80.1	71.1
500 or more	50.2	96.7	90.4	85.4	79.7

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

¹Refers to any work-related education taken by respondent.

²Employer support includes payment for books and supplies in addition to tuition and fees and paid time off from work.

³Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

⁴See *supplemental note 1* for details on "Other" racial/ethnic category.

⁵Survey was administered in both English and Spanish.

⁶Detail may not sum to totals because the occupation and size of the firm are not available for 4.1 percent of adults ages 25–64 who took work-related education.

NOTE: Educational activities include both courses taken for credit and noncredit courses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Adult Education and Lifelong Learning Survey of the National Household Education Surveys Program (AELL–NHES:2001).