

Table 27-3 Number of master's degrees conferred, by field of study and sex: Academic years ending 1971-92*

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Female											
All fields	92,363	102,083	108,903	119,191	130,880	144,523	149,381	150,408	147,709	147,332	148,696
Humanities	15,079	15,550	15,126	15,716	16,357	16,184	15,791	15,658	14,744	14,725	14,297
Social and behavioral sciences	7,028	7,735	8,166	8,785	9,461	10,066	10,686	10,485	10,295	10,224	10,645
Natural sciences	4,315	4,458	4,271	4,395	4,259	4,257	4,624	4,574	4,697	4,503	4,376
Life sciences	1,923	2,014	1,909	1,997	1,963	2,085	2,396	2,406	2,566	2,412	2,324
Physical sciences	846	883	843	876	838	818	881	941	990	971	1,084
Mathematics	1,546	1,561	1,519	1,522	1,458	1,354	1,347	1,227	1,141	1,120	968
Computer sciences and engineering	349	497	503	649	713	959	1,186	1,432	1,526	1,906	2,333
Computer and information sciences	164	225	225	293	338	377	466	567	575	764	971
Engineering	185	272	278	356	375	582	720	865	951	1,142	1,362
Technical/professional	65,592	73,843	80,837	89,646	100,090	113,057	117,094	118,259	116,447	115,974	117,045
Education	49,301	55,527	60,479	66,290	73,411	81,230	81,959	79,254	75,456	71,519	69,165
Business management	1,010	1,183	1,510	2,128	3,026	4,909	6,606	8,094	9,581	12,196	14,411
Health professions	3,182	4,066	4,795	5,780	6,600	8,339	8,788	10,060	10,991	11,347	12,199
Other technical/professional	12,099	13,067	14,053	15,448	17,053	18,579	19,741	20,851	20,419	20,912	21,270
Not classified in a field	0	0	0	0	0	0	0	0	0	0	0
Male											
All fields	138,146	149,550	154,468	157,842	161,570	167,248	167,783	161,212	153,370	150,749	147,043
Humanities	14,273	14,962	14,820	15,512	15,244	15,064	15,168	14,456	13,635	13,956	13,723
Social and behavioral sciences	15,228	16,474	16,930	17,304	16,910	16,054	15,706	14,515	12,800	11,890	11,523
Natural sciences	13,475	13,467	13,646	13,525	12,914	12,106	11,930	11,655	11,138	10,608	9,960
Life sciences	3,805	4,087	4,354	4,555	4,587	4,497	4,718	4,400	4,265	4,098	3,654
Physical sciences	5,521	5,404	5,414	5,186	4,969	4,648	4,450	4,620	4,461	4,248	4,200
Mathematics	4,149	3,976	3,878	3,784	3,358	2,961	2,762	2,635	2,412	2,262	2,106
Computer sciences and engineering	17,682	18,440	18,229	17,006	16,934	17,986	17,857	18,004	17,024	17,984	18,594
Computer and information sciences	1,424	1,752	1,888	1,983	1,961	2,226	2,332	2,471	2,480	2,883	3,247
Engineering	16,258	16,688	16,341	15,023	14,973	15,760	15,525	15,533	14,544	15,101	15,347
Technical/professional	77,488	86,207	90,843	94,495	99,568	106,038	107,122	102,582	98,773	96,311	93,243
Education	38,365	41,141	43,298	44,112	44,430	44,831	42,308	37,662	34,410	30,300	27,548
Business management	24,967	28,845	29,128	30,044	32,732	37,145	39,400	39,743	40,274	42,288	42,980
Health professions	2,567	3,141	3,567	3,819	4,092	4,217	4,163	4,265	4,494	4,357	4,316
Other technical/professional	11,589	13,080	14,850	16,520	18,314	19,845	21,251	20,912	19,595	19,366	18,399
Not classified in a field	0	0	0	0	0	0	0	0	0	0	0

Table 27-3 Number of master's degrees conferred, by field of study and sex: Academic years ending 1971-92*—Continued

Field of study	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Female											
All fields	150,014	145,224	140,668	142,861	145,059	148,080	151,883	160,898	169,539	176,849	189,139
Humanities	14,859	13,844	14,182	14,334	14,526	14,379	14,423	15,229	16,263	16,757	17,920
Social and behavioral sciences	10,658	10,565	10,151	10,467	10,643	10,523	10,359	11,242	12,089	13,237	12,692
Natural sciences	4,650	4,697	4,784	4,880	5,039	5,226	5,246	5,478	5,491	5,530	5,508
Life sciences	2,448	2,482	2,410	2,412	2,397	2,414	2,361	2,469	2,474	2,463	2,484
Physical sciences	1,196	1,133	1,308	1,344	1,432	1,410	1,409	1,524	1,439	1,472	1,465
Mathematics	1,006	1,082	1,066	1,124	1,210	1,402	1,476	1,485	1,578	1,595	1,559
Computer sciences and engineering	2,938	3,304	3,966	4,345	4,904	5,346	5,380	5,833	6,132	6,289	6,480
Computer and information sciences	1,310	1,508	1,811	2,037	2,412	2,496	2,471	2,639	2,717	2,761	2,646
Engineering	1,628	1,796	2,155	2,308	2,492	2,850	2,909	3,194	3,415	3,528	3,834
Technical/professional	116,909	112,814	107,585	108,835	109,947	112,606	116,475	123,116	129,564	135,036	146,539
Education	66,262	60,427	54,522	54,117	54,506	54,752	57,458	61,218	64,414	66,895	71,424
Business management	16,956	18,759	19,972	20,787	20,751	22,180	23,250	24,525	26,091	27,372	29,937
Health professions	12,497	12,812	13,160	13,266	14,145	14,520	14,610	15,042	15,787	16,756	18,374
Other technical/professional	21,194	20,816	19,931	20,665	20,545	21,154	21,157	22,331	23,272	24,013	26,804
Not classified in a field	0	0	0	0	0	0	2,271	369	1,109	3,837	1,857
Male											
All fields	145,532	144,697	143,595	143,390	143,508	141,269	143,290	148,872	152,926	151,796	159,543
Humanities	13,319	13,037	13,423	12,827	12,781	12,993	12,851	13,240	13,855	13,249	14,045
Social and behavioral sciences	11,291	10,621	9,951	9,927	9,766	9,545	9,233	9,721	10,275	10,345	10,225
Natural sciences	10,001	9,687	9,442	9,388	9,483	9,085	9,138	9,109	8,973	8,585	8,662
Life sciences	3,426	3,214	2,996	2,647	2,616	2,538	2,423	2,492	2,395	2,302	2,301
Physical sciences	4,318	4,157	4,268	4,452	4,470	4,219	4,324	4,199	4,010	3,837	3,909
Mathematics	2,257	2,316	2,178	2,289	2,397	2,328	2,391	2,418	2,568	2,446	2,452
Computer sciences and engineering	19,936	21,361	22,879	24,311	24,823	25,789	27,202	28,149	28,317	27,993	29,027
Computer and information sciences	3,625	3,813	4,379	5,064	5,658	5,985	6,726	6,775	6,960	6,563	6,884
Engineering	16,311	17,548	18,500	19,247	19,165	19,804	20,476	21,374	21,357	21,430	22,143
Technical/professional	90,985	89,991	87,900	86,937	86,655	83,857	84,866	88,653	91,506	91,624	97,584
Education	25,339	22,823	21,142	20,537	20,295	19,293	19,108	19,956	20,467	20,448	21,244
Business management	43,807	45,999	46,178	46,209	45,938	44,913	45,980	48,540	50,585	50,883	54,705
Health professions	4,006	4,235	4,251	4,119	4,428	3,874	4,047	4,226	4,534	4,444	4,691
Other technical/professional	17,833	16,934	16,329	16,072	15,994	15,777	15,731	15,931	15,920	15,849	16,944
Not classified in a field	0	0	0	0	0	0	1,873	482	727	4,686	2,299

* Because of reclassification of Instructional Programs in 1991-92, the figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. Therefore, most numbers shown are revised from previously published figures. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

NOTE: See Glossary for full definition of "other technical/professional" fields.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 239 and 240 (based on IPEDS/HEGIS surveys of degrees conferred).

Table 27-4 Female field concentration ratio¹ at the doctor's degree level, by field of study: Academic years ending 1971-92²

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Humanities	1.89	1.87	1.77	1.71	1.59	1.50	1.41	1.32	1.18	1.10	1.15
Social and behavioral sciences	1.29	1.22	1.21	1.28	1.26	1.21	1.29	1.23	1.28	1.30	1.26
Natural sciences	0.67	0.66	0.65	0.63	0.62	0.57	0.56	0.57	0.59	0.56	0.56
Life sciences	1.17	1.09	1.12	1.08	1.04	0.92	0.84	0.89	0.88	0.83	0.87
Physical sciences	0.36	0.38	0.33	0.32	0.33	0.32	0.33	0.31	0.33	0.34	0.30
Mathematics	0.50	0.45	0.48	0.43	0.44	0.40	0.46	0.49	0.50	0.37	0.40
Computer sciences and engineering	0.04	0.05	0.09	0.08	0.09	0.10	0.11	0.08	0.11	0.11	0.11
Computer and information sciences	0.14	0.41	0.38	0.20	0.26	0.35	0.30	0.23	0.37	0.30	0.24
Engineering	0.04	0.03	0.07	0.07	0.08	0.08	0.09	0.07	0.09	0.09	0.09
Technical/professional	1.27	1.28	1.23	1.21	1.26	1.33	1.32	1.41	1.43	1.51	1.54
Education	1.60	1.61	1.48	1.52	1.61	1.66	1.61	1.79	1.84	1.86	1.98
Business management	0.17	0.12	0.28	0.24	0.16	0.19	0.21	0.26	0.34	0.41	0.39
Health professions	1.19	1.18	1.53	1.24	1.48	1.36	1.46	1.75	1.49	1.91	1.71
Other technical/professional	0.76	0.77	0.81	0.70	0.72	0.89	0.88	0.80	0.77	0.87	0.87

Field of study	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Humanities	1.15	1.09	1.08	1.07	1.08	1.08	1.06	1.05	1.06	1.13	1.13
Social and behavioral sciences	1.26	1.38	1.37	1.38	1.42	1.43	1.54	1.48	1.58	1.71	1.50
Natural sciences	0.57	0.59	0.57	0.60	0.58	0.61	0.63	0.64	0.65	0.64	0.69
Life sciences	0.87	0.96	0.88	0.94	0.93	0.99	1.01	1.00	1.06	1.01	1.04
Physical sciences	0.34	0.33	0.35	0.37	0.37	0.38	0.41	0.43	0.42	0.42	0.47
Mathematics	0.33	0.40	0.42	0.35	0.37	0.38	0.36	0.42	0.38	0.41	0.46
Computer sciences and engineering	0.13	0.11	0.12	0.14	0.15	0.15	0.15	0.18	0.19	0.18	0.19
Computer and information sciences	0.19	0.30	0.23	0.22	0.28	0.30	0.23	0.32	0.30	0.27	0.26
Engineering	0.12	0.09	0.12	0.13	0.13	0.14	0.14	0.17	0.17	0.17	0.18
Technical/professional	1.56	1.50	1.54	1.57	1.61	1.65	1.69	1.73	1.69	1.70	1.76
Education	1.99	1.99	1.99	2.09	2.10	2.18	2.25	2.32	2.35	2.34	2.47
Business management	0.47	0.41	0.54	0.40	0.52	0.58	0.58	0.65	0.59	0.60	0.51
Health professions	1.78	1.57	2.03	2.17	1.94	2.12	2.41	2.35	2.07	2.27	2.33
Other technical/professional	0.93	0.83	0.88	0.89	1.00	1.01	1.03	0.98	1.00	0.99	1.01

¹ The female field concentration ratio is calculated as the percentage of women earning degrees who majored in a specific field divided by the percentage of men earning degrees who majored in the same field.

² Because of reclassification of Instructional Programs in 1991-92, the figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. Therefore, most numbers shown are revised from previously published figures. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

NOTE: See Glossary for full definition of "other technical/professional" fields.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 239 and 240 (based on IPEDS/HEGIS surveys of degrees conferred).

**Table 27-5 Percentage distribution of doctor's degrees, by field of study and sex:
Academic years ending 1971-92¹**

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Female											
Number	4,577	5,273	6,206	6,451	7,266	7,797	8,090	8,473	9,189	9,672	10,247
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	22.8	23.4	24.1	23.5	22.0	21.4	20.0	19.0	18.4	16.2	15.8
Social and behavioral sciences	22.3	22.4	22.8	25.2	24.9	24.8	26.0	24.3	24.0	24.3	23.6
Natural sciences	20.5	18.7	17.4	16.3	15.9	14.4	14.3	14.6	15.0	14.8	15.1
Life sciences	13.0	11.8	11.4	10.8	10.2	9.3	9.0	9.4	9.9	9.8	10.3
Physical sciences	5.4	5.2	4.3	3.9	4.1	3.8	3.9	3.7	3.8	4.0	3.7
Mathematics	2.1	1.7	1.6	1.6	1.5	1.2	1.4	1.5	1.4	1.1	1.2
Computer sciences and engineering	0.6	0.6	1.1	1.0	1.1	1.1	1.1	0.8	1.2	1.3	1.3
Computer and information sciences	0.1	0.2	0.2	0.1	0.2	0.3	0.2	0.2	0.3	0.3	0.2
Engineering	0.5	0.4	0.9	0.9	0.9	0.8	0.9	0.7	0.9	1.0	1.0
Technical/professional	33.9	34.9	34.6	34.0	36.1	38.2	38.5	41.2	41.4	43.4	44.2
Education	27.7	29.3	26.8	27.6	29.2	30.5	31.0	32.3	32.6	33.2	33.5
Business management	0.5	0.4	0.8	0.8	0.5	0.6	0.6	0.8	1.1	1.1	1.2
Health professions	1.7	1.5	2.6	2.0	2.4	2.1	2.1	3.0	2.9	3.6	3.6
Other technical/professional	4.0	3.7	4.3	3.6	3.9	5.0	4.8	5.1	4.9	5.4	5.9
Not classified in a field	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Male											
Number	27,530	28,090	28,571	27,365	26,817	26,267	25,142	23,658	23,541	22,943	22,711
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	12.0	12.5	13.6	13.7	13.8	14.3	14.2	14.4	15.5	14.7	13.8
Social and behavioral sciences	17.4	18.4	18.8	19.6	19.8	20.5	20.2	19.8	18.7	18.6	18.8
Natural sciences	30.3	28.3	26.8	26.0	25.7	25.2	25.6	25.6	25.6	26.4	26.8
Life sciences	11.1	10.8	10.2	10.0	9.8	10.1	10.6	10.6	11.2	11.7	11.7
Physical sciences	15.1	13.6	13.1	12.3	12.4	11.9	12.0	11.9	11.7	11.8	12.2
Mathematics	4.2	3.8	3.5	3.6	3.5	3.1	3.0	3.1	2.7	2.9	2.9
Computer sciences and engineering	13.6	13.5	12.7	12.6	12.1	11.3	10.8	10.8	11.2	11.4	11.8
Computer and information sciences	0.5	0.6	0.6	0.7	0.7	0.8	0.8	0.8	0.9	0.9	1.0
Engineering	13.1	13.0	12.0	11.9	11.3	10.5	10.0	10.1	10.3	10.5	10.8
Technical/professional	26.7	27.3	28.1	28.1	28.5	28.8	29.2	29.3	29.0	28.8	28.8
Education	17.3	18.2	18.2	18.2	18.1	18.4	19.2	18.1	17.7	17.9	16.9
Business management	2.7	3.0	3.0	3.2	3.3	3.2	3.1	3.2	3.1	2.8	3.0
Health professions	1.4	1.3	1.7	1.6	1.6	1.6	1.5	1.7	1.9	1.9	2.1
Other technical/professional	5.3	4.8	5.3	5.1	5.4	5.6	5.4	6.3	6.3	6.2	6.8
Not classified in a field	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Index of dissimilarity ²	27.7	26.7	24.8	25.2	24.7	23.8	23.7	24.0	23.3	23.8	24.5

**Table 27-5 Percentage distribution of doctor's degrees, by field of study and sex:
Academic years ending 1971-92—Continued¹**

Field of study	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Female											
Number	10,483	10,873	11,145	11,243	11,834	11,980	12,012	13,062	13,865	14,214	14,922
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	15.7	14.8	14.7	14.1	14.2	13.9	13.2	12.8	13.3	13.4	14.0
Social and behavioral sciences	23.2	24.4	23.7	23.4	24.1	23.7	23.6	23.2	23.3	24.4	20.8
Natural sciences	15.6	15.2	15.0	15.9	15.6	16.4	17.4	17.1	17.5	18.0	18.9
Life sciences	10.4	9.9	9.5	10.0	9.5	10.0	10.7	9.8	10.5	10.7	10.9
Physical sciences	4.3	4.2	4.4	4.9	5.0	5.3	5.7	5.9	5.8	5.9	6.4
Mathematics	0.9	1.1	1.2	1.0	1.1	1.1	1.1	1.4	1.2	1.4	1.5
Computer sciences and engineering	1.5	1.5	1.7	2.1	2.3	2.6	2.8	3.7	3.9	4.1	4.2
Computer and information sciences	0.2	0.3	0.2	0.2	0.4	0.4	0.4	0.7	0.7	0.6	0.7
Engineering	1.3	1.1	1.5	1.9	1.9	2.2	2.4	3.1	3.2	3.4	3.5
Technical/professional	44.0	44.2	44.9	44.5	43.7	43.5	42.9	43.1	42.0	40.2	42.1
Education	32.3	32.3	31.1	30.6	29.7	29.0	27.6	27.8	26.9	25.1	27.3
Business management	1.4	1.2	1.8	1.3	1.7	2.1	2.1	2.3	2.0	2.2	1.9
Health professions	4.0	4.7	5.3	5.6	5.4	5.4	5.9	6.3	6.0	6.5	6.5
Other technical/professional	6.2	6.0	6.7	7.0	6.9	6.9	7.3	6.7	7.1	6.4	6.3
Not classified in a field	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.1	0.8	2.3	1.2
Male											
Number	22,224	21,902	22,064	21,700	21,819	22,061	22,279	22,597	24,248	24,333	25,168
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	13.6	13.5	13.5	13.2	13.2	12.9	12.4	12.2	12.5	11.8	12.4
Social and behavioral sciences	18.4	17.7	17.2	16.9	16.9	16.5	15.4	15.7	14.8	14.3	13.8
Natural sciences	27.5	26.0	26.3	26.6	26.8	26.7	27.6	26.8	27.0	28.2	27.4
Life sciences	11.9	10.3	10.8	10.6	10.2	10.1	10.5	9.9	9.9	10.6	10.4
Physical sciences	12.8	12.8	12.8	13.1	13.6	13.8	14.0	13.7	13.8	14.2	13.6
Mathematics	2.8	2.8	2.8	2.9	3.0	2.8	3.0	3.3	3.3	3.4	3.4
Computer sciences and engineering	12.3	13.4	13.8	15.0	15.9	17.6	19.2	20.3	20.9	22.1	22.4
Computer and information sciences	1.0	1.0	1.0	1.0	1.4	1.5	1.7	2.1	2.2	2.4	2.7
Engineering	11.2	12.4	12.8	13.9	14.6	16.1	17.5	18.2	18.7	19.7	19.8
Technical/professional	28.2	29.4	29.1	28.3	27.2	26.3	25.5	25.0	24.8	23.6	23.9
Education	16.3	16.2	15.6	14.6	14.2	13.3	12.3	12.0	11.4	10.7	11.1
Business management	3.0	2.9	3.3	3.2	3.3	3.7	3.6	3.5	3.4	3.6	3.8
Health professions	2.3	3.0	2.6	2.6	2.8	2.6	2.5	2.7	2.9	2.9	2.8
Other technical/professional	6.7	7.3	7.6	7.9	6.9	6.8	7.1	6.8	7.1	6.5	6.3
Not classified in a field	0.0	0.0	0.0	0.0	0.0	0.0	1.5	0.2	0.6	1.7	1.5
Index of dissimilarity ²	24.4	25.1	25.3	25.9	26.4	26.8	28.0	27.6	28.5	29.7	29.0

¹ Because of reclassification of Instructional Programs in 1991-92, the figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. Therefore, most numbers shown are revised from previously published figures. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

² The index of dissimilarity is calculated as the sum of the absolute differences between the proportions of women and men earning degrees in each of the fields divided by 2. It was calculated here from the 10 most detailed categories shown above (does not include "other technical/professional"). Here, it represents the percentage of one sex who would have to change fields in order for it to have the identical field distribution of the other sex.

NOTE: Detail may not add to totals due to rounding. See Glossary for full definition of "other technical/professional" fields.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 239 and 240 (based on IPEDS/HEGIS surveys of degrees conferred).

Table 27-6 Number of doctor's degrees conferred, by field of study and sex: Academic years ending 1971-92*

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Female											
All fields	4,577	5,273	6,206	6,451	7,266	7,797	8,090	8,473	9,189	9,672	10,247
Humanities	1,043	1,233	1,496	1,513	1,597	1,667	1,622	1,613	1,687	1,571	1,621
Social and behavioral sciences	1,022	1,181	1,414	1,626	1,812	1,937	2,104	2,062	2,203	2,347	2,422
Natural sciences	936	985	1,080	1,053	1,156	1,125	1,156	1,236	1,381	1,434	1,547
Life sciences	595	622	710	699	743	729	726	798	906	946	1,052
Physical sciences	246	273	268	253	301	299	319	312	350	384	376
Mathematics	95	90	102	101	112	97	111	126	125	104	119
Computer sciences and engineering	26	34	69	64	80	89	92	72	113	122	129
Computer and information sciences	3	12	15	9	14	23	19	15	30	27	25
Engineering	23	22	54	55	66	66	73	57	83	95	104
Technical/professional	1,550	1,840	2,147	2,195	2,621	2,979	3,116	3,490	3,805	4,198	4,528
Education	1,270	1,544	1,666	1,783	2,119	2,376	2,506	2,737	2,996	3,214	3,436
Business management	21	19	52	49	39	49	52	70	97	111	120
Health professions	77	80	161	131	177	166	172	252	264	351	367
Other technical/professional	182	197	268	232	286	388	386	431	448	522	605
Not classified in a field	0	0	0	0	0	0	0	0	0	0	0
Male											
All fields	27,530	28,090	28,571	27,365	26,817	26,267	25,142	23,658	23,541	22,943	22,711
Humanities	3,317	3,510	3,889	3,757	3,711	3,749	3,565	3,410	3,649	3,378	3,128
Social and behavioral sciences	4,782	5,177	5,370	5,370	5,313	5,377	5,084	4,696	4,396	4,278	4,276
Natural sciences	8,348	7,936	7,651	7,105	6,902	6,607	6,441	6,054	6,032	6,054	6,087
Life sciences	3,050	3,031	2,926	2,740	2,641	2,663	2,671	2,511	2,636	2,690	2,666
Physical sciences	4,144	3,830	3,738	3,373	3,325	3,132	3,022	2,821	2,752	2,705	2,765
Mathematics	1,154	1,075	987	992	936	812	748	722	644	659	656
Computer sciences and engineering	3,740	3,804	3,619	3,446	3,241	2,976	2,710	2,564	2,629	2,625	2,684
Computer and information sciences	125	155	181	189	199	221	197	181	206	213	227
Engineering	3,615	3,649	3,438	3,257	3,042	2,755	2,513	2,383	2,423	2,412	2,457
Technical/professional	7,343	7,663	8,042	7,687	7,650	7,558	7,342	6,934	6,835	6,608	6,536
Education	4,771	5,104	5,191	4,974	4,856	4,826	4,832	4,281	4,174	4,100	3,843
Business management	736	840	850	870	897	851	775	753	724	642	675
Health professions	389	362	485	447	441	411	366	402	454	435	475
Other technical/professional	1,447	1,357	1,516	1,396	1,456	1,470	1,369	1,498	1,483	1,431	1,543
Not classified in a field	0	0	0	0	0	0	0	0	0	0	0

Table 27-6 Number of doctor's degrees conferred, by field of study and sex: Academic years ending 1971-92*—Continued

Field of study	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Female											
All fields	10,483	10,873	11,145	11,243	11,834	11,980	12,012	13,062	13,865	14,214	14,922
Humanities	1,645	1,604	1,634	1,588	1,683	1,663	1,580	1,677	1,844	1,901	2,091
Social and behavioral sciences	2,429	2,653	2,642	2,626	2,854	2,835	2,839	3,031	3,236	3,468	3,106
Natural sciences	1,638	1,653	1,676	1,791	1,846	1,959	2,094	2,234	2,430	2,558	2,816
Life sciences	1,089	1,075	1,056	1,125	1,129	1,194	1,280	1,286	1,450	1,516	1,623
Physical sciences	451	458	491	552	588	634	686	770	808	843	962
Mathematics	98	120	129	114	129	131	128	178	172	199	231
Computer sciences and engineering	161	159	191	233	274	315	341	485	538	577	630
Computer and Information sciences	21	34	26	25	45	52	48	85	93	92	103
Engineering	140	125	165	208	229	263	293	400	445	485	527
Technical/professional	4,610	4,804	5,002	5,005	5,177	5,208	5,158	5,635	5,817	5,710	6,279
Education	3,387	3,510	3,465	3,440	3,517	3,476	3,321	3,633	3,726	3,574	4,081
Business management	147	132	199	143	205	254	253	300	275	309	289
Health professions	422	506	590	634	637	649	713	828	832	919	963
Other technical/professional	654	656	748	788	818	829	871	874	984	908	946
Not classified in a field	0	0	0	0	0	0	243	10	105	324	180
Male											
All fields	22,224	21,902	22,064	21,700	21,819	22,061	22,279	22,597	24,248	24,333	25,168
Humanities	3,021	2,959	2,982	2,867	2,876	2,840	2,766	2,759	3,029	2,871	3,125
Social and behavioral sciences	4,093	3,880	3,804	3,672	3,694	3,641	3,422	3,539	3,585	3,476	3,485
Natural sciences	6,112	5,688	5,810	5,778	5,840	5,892	6,140	6,059	6,544	6,861	6,900
Life sciences	2,654	2,266	2,381	2,307	2,229	2,225	2,349	2,234	2,394	2,577	2,620
Physical sciences	2,835	2,811	2,815	2,851	2,963	3,039	3,123	3,088	3,356	3,447	3,429
Mathematics	623	611	614	620	648	628	668	737	794	837	851
Computer sciences and engineering	2,726	2,934	3,041	3,245	3,480	3,877	4,278	4,589	5,070	5,371	5,641
Computer and Information sciences	230	228	225	223	299	322	380	466	534	584	669
Engineering	2,496	2,706	2,816	3,022	3,181	3,555	3,898	4,123	4,536	4,787	4,972
Technical/professional	6,272	6,441	6,427	6,138	5,929	5,811	5,673	5,651	6,020	5,754	6,017
Education	3,612	3,547	3,446	3,172	3,088	2,931	2,739	2,704	2,776	2,613	2,783
Business management	668	644	730	688	729	808	810	800	818	876	953
Health professions	503	649	574	565	604	564	548	609	704	694	698
Other technical/professional	1,489	1,601	1,677	1,713	1,508	1,508	1,576	1,538	1,722	1,571	1,583
Not classified in a field	0	0	0	0	0	0	336	51	153	423	389

* Because of reclassification of Instructional Programs in 1991-92, the figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. Therefore, most numbers shown are revised from previously published figures. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

NOTE: See Glossary for full definition of "other technical/professional" fields.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 239 and 240 (based on IPEDS/HEGIS surveys of degrees conferred).

Table 27-7 Number of master's degrees conferred, by race/ethnicity and field of study:
Selected academic years ending 1989-92

Race/ethnicity and field of study	1989	1990	1991*	1992*
White	242,756	251,689	255,281	268,371
Humanities	23,102	24,322	24,140	25,424
Social and behavioral sciences	15,102	15,897	18,392	17,771
Natural sciences	9,883	9,580	9,380	9,223
Life sciences	3,807	3,668	3,514	3,404
Physical sciences	3,947	3,620	3,351	3,296
Mathematics	2,129	2,292	2,515	2,523
Computer sciences and engineering	19,561	19,800	19,101	19,046
Computer and information sciences	5,316	5,536	4,958	4,678
Engineering	14,245	14,264	14,143	14,368
Technical/professional	175,108	182,090	184,268	196,907
Education	71,119	73,860	74,764	78,874
Health professions	57,785	60,793	61,087	65,320
Business management	16,277	17,143	17,746	19,220
Other technical/professional	29,927	30,294	30,671	33,493
Black	14,096	15,446	16,139	18,116
Humanities	744	840	856	1,104
Social and behavioral sciences	810	937	1,166	1,164
Natural sciences	265	281	348	345
Life sciences	124	115	144	156
Physical sciences	79	91	80	105
Mathematics	62	75	124	84
Computer sciences and engineering	626	713	770	884
Computer and information sciences	211	276	303	334
Engineering	415	437	467	550
Technical/professional	11,651	12,675	12,999	14,619
Education	5,310	5,625	5,731	6,444
Health professions	3,062	3,345	3,517	3,966
Business management	855	934	1,051	1,136
Other technical/professional	2,424	2,771	2,700	3,073
Hispanic	7,282	7,954	8,386	9,358
Humanities	753	843	836	987
Social and behavioral sciences	546	596	694	680
Natural sciences	219	220	267	296
Life sciences	112	94	101	141
Physical sciences	77	78	86	91
Mathematics	30	48	80	64
Computer sciences and engineering	609	588	628	699
Computer and information sciences	146	136	137	158
Engineering	463	452	491	541
Technical/professional	5,155	5,707	5,961	6,696
Education	2,194	2,542	2,692	2,838
Health professions	1,581	1,643	1,680	1,944
Business management	402	460	446	559
Other technical/professional	978	1,062	1,143	1,355

Table 27-7 Number of master's degrees conferred, by race/ethnicity and field of study:
Selected academic years ending 1989-92—Continued

Race/ethnicity and field of study	1989	1990	1991*	1992*
Asian/Pacific Islander	10,336	10,578	11,180	12,658
Humanities	830	826	833	979
Social and behavioral sciences	444	488	559	590
Natural sciences	704	674	725	810
Life sciences	229	230	242	276
Physical sciences	286	247	268	318
Mathematics	189	197	215	216
Computer sciences and engineering	3,045	3,049	3,260	3,603
Computer and information sciences	947	1,060	1,085	1,171
Engineering	2,098	1,989	2,175	2,432
Technical/professional	5,313	5,541	5,803	6,676
Education	961	1,023	1,103	1,192
Health professions	2,924	2,979	3,140	3,635
Business management	551	639	627	739
Other technical/professional	877	900	933	1,110
American Indian/Alaskan Native	1,086	1,099	1,136	1,273
Humanities	88	110	81	125
Social and behavioral sciences	85	86	105	91
Natural sciences	39	30	38	36
Life sciences	16	14	13	13
Physical sciences	17	10	14	19
Mathematics	6	6	11	4
Computer sciences and engineering	79	50	60	67
Computer and information sciences	41	7	15	16
Engineering	38	43	45	51
Technical/professional	795	823	852	954
Education	381	411	405	457
Health professions	181	188	201	220
Business management	79	83	95	94
Other technical/professional	154	141	151	183

* The new classification of instructional programs was initiated in 1991-92. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

NOTE: See Glossary for full definition of "other technical/professional" fields.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 255 and 256 (based on IPEDS/HEGIS surveys of degrees conferred).

**Table 27-8 Number of doctor's degrees conferred, by race/ethnicity and field of study:
Selected academic years ending 1989-92**

Race/ethnicity and field of study	1989	1990	1991*	1992*
White	24,882	25,880	25,328	25,813
Humanities	3,580	2,835	3,623	3,921
Social and behavioral sciences	4,720	4,862	5,298	4,983
Natural sciences	5,514	5,776	5,766	5,715
Life sciences	2,666	2,801	2,764	2,785
Physical sciences	2,441	2,578	2,566	2,470
Mathematics	407	397	436	460
Computer sciences and engineering	2,233	2,400	2,390	2,473
Computer and information sciences	297	316	332	366
Engineering	1,936	2,084	2,058	2,107
Technical/professional	8,835	9,014	8,251	8,721
Education	5,458	5,570	4,907	5,404
Health professions	745	659	714	700
Business management	1,107	1,120	1,157	1,161
Other technical/professional	1,525	1,665	1,473	1,456
Black	1,065	1,152	1,211	1,223
Humanities	122	107	162	187
Social and behavioral sciences	218	218	275	225
Natural sciences	94	77	95	90
Life sciences	56	44	46	57
Physical sciences	30	28	38	31
Mathematics	8	5	11	2
Computer sciences and engineering	28	38	51	50
Computer and information sciences	1	4	4	5
Engineering	27	34	47	45
Technical/professional	603	682	628	671
Education	454	528	441	513
Health professions	19	18	24	27
Business management	41	39	59	45
Other technical/professional	89	97	104	86
Hispanic	628	788	732	811
Humanities	89	141	123	137
Social and behavioral sciences	148	197	192	165
Natural sciences	111	155	146	175
Life sciences	50	75	66	89
Physical sciences	54	75	67	75
Mathematics	7	5	13	11
Computer sciences and engineering	46	44	59	64
Computer and information sciences	4	2	6	6
Engineering	42	42	53	58
Technical/professional	234	251	222	270
Education	166	164	148	187
Health professions	13	9	6	11
Business management	16	33	39	26
Other technical/professional	39	45	29	46

Table 27-8 Number of doctor's degrees conferred, by race/ethnicity and field of study:
Selected academic years ending 1989-92—Continued

Race/ethnicity and field of study	1989	1990	1991*	1992*
Asian/Pacific Islander	1,324	1,235	1,459	1,559
Humanities	120	129	151	130
Social and behavioral sciences	162	149	159	170
Natural sciences	387	347	424	493
Life sciences	174	158	206	214
Physical sciences	183	152	177	224
Mathematics	30	37	41	55
Computer sciences and engineering	363	341	411	460
Computer and information sciences	40	32	39	45
Engineering	323	309	372	415
Technical/professional	292	269	314	306
Education	125	87	121	100
Health professions	58	56	54	63
Business management	44	62	64	68
Other technical/professional	65	64	75	75
American Indian/Alaskan Native	85	99	102	118
Humanities	9	13	7	17
Social and behavioral sciences	18	20	28	25
Natural sciences	24	9	15	19
Life sciences	10	4	5	11
Physical sciences	13	5	9	6
Mathematics	1	0	1	2
Computer sciences and engineering	3	6	8	12
Computer and information sciences	0	1	1	1
Engineering	3	5	7	11
Technical/professional	31	51	44	45
Education	25	36	35	36
Health professions	2	3	2	2
Business management	2	9	3	3
Other technical/professional	2	3	4	4

* The new classification of instructional programs was initiated in 1991-92. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

NOTE: See Glossary for full definition of "other/technical professional" fields.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 255 and 256 (based on IPEDS/HEGIS surveys of degrees conferred).

Table 28-1 Rates of labor force participation, employment, and unemployment of recent high school graduates not enrolled in college, by sex: October 1960-93

October	Both sexes			Male			Female		
	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment
1960	76.7	65.0	15.2	88.5	75.3	14.9	69.5	58.8	15.3
1961	79.7	65.4	17.9	86.1	70.1	18.5	75.8	62.5	17.6
1962	79.5	68.3	14.1	90.8	77.8	14.3	71.4	61.5	13.8
1963	78.9	64.7	18.0	89.7	72.6	19.1	71.8	59.5	17.1
1964	77.9	63.4	18.7	90.9	79.2	12.9	69.8	53.5	23.4
1965	82.1	71.9	12.4	91.0	84.3	7.4	75.8	63.2	16.6
1966	75.7	64.9	14.2	87.3	79.7	8.7	68.4	55.8	18.5
1967	78.7	65.9	16.2	86.6	78.3	9.5	73.5	57.7	21.4
1968	77.8	67.3	13.5	88.1	79.1	10.2	71.6	60.2	16.0
1969	79.1	70.1	11.4	90.0	83.1	7.6	71.6	61.1	14.7
1970	77.2	63.2	18.1	87.4	76.1	12.9	68.8	52.6	23.6
1971	78.7	65.1	17.2	90.0	77.5	13.9	69.9	55.6	20.5
1972	82.2	70.1	14.7	91.2	80.1	12.2	74.9	62.1	17.1
1973	80.6	70.7	12.3	90.4	81.8	9.5	72.9	61.9	15.1
1974	83.3	69.1	17.0	89.8	76.0	15.4	77.5	63.1	18.6
1975	81.3	65.1	19.9	91.5	74.1	19.1	72.6	57.5	20.8
1976	84.0	68.9	18.1	91.3	75.9	16.8	76.8	61.7	19.6
1977	85.3	71.9	15.7	90.8	77.7	14.4	80.9	67.1	17.0
1978	86.2	74.0	14.1	91.7	81.4	11.2	81.3	67.5	17.0
1979	86.8	72.4	16.5	92.0	79.1	14.0	82.3	66.7	18.9
1980	85.0	68.9	19.0	89.7	72.6	19.1	80.9	65.8	18.6
1981	83.9	65.9	21.4	86.9	70.0	19.5	81.0	62.1	23.4
1982	82.0	60.4	26.3	85.8	64.9	24.4	78.2	56.0	28.5
1983	84.5	62.9	25.5	88.8	66.1	25.6	80.5	60.0	25.4
1984	83.0	64.0	22.9	89.7	69.0	23.0	77.1	59.6	22.7
1985	82.3	62.0	24.6	86.1	65.0	24.5	78.8	59.3	24.7
1986	81.4	65.2	19.9	86.2	69.5	19.4	77.3	61.6	20.3
1987	83.8	68.9	17.8	89.1	76.9	13.7	79.1	61.8	21.9
1988	84.7	71.9	15.1	88.5	74.1	16.2	80.4	69.4	13.7
1989	84.4	71.9	14.7	89.3	77.8	12.9	79.1	65.7	16.9
1990	83.4	67.5	19.0	89.5	74.1	17.2	76.7	60.3	21.4
1991	79.6	59.6	25.2	84.2	62.3	26.0	74.0	56.0	24.3
1992	77.4	62.7	19.0	84.8	68.8	18.9	68.6	55.7	18.8
1993	84.2	64.2	23.7	86.0	67.7	21.2	82.4	60.6	26.5

NOTE: Recent high school graduates are individuals aged 16-24 who graduated in the year of the survey. The labor force participation rate is the percent of the population either employed or unemployed. The employment rate is the percent of the population employed. The unemployment rate is the percent of the labor force unemployed. The unemployed are those without a job and looking for work. See supplemental note to this indicator for a comparison of these labor force statistics.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Labor Force Statistics Derived from the Current Population Survey: 1940-87*, and U.S. Department of Commerce, Bureau of the Census, *October Current Population Surveys*.

Table 28-2 Rates of labor force participation, employment, and unemployment of recent school dropouts not enrolled in college, by sex: October 1960–93

October	Both sexes			Male			Female		
	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment
1960	62.2	50.9	18.2	76.4	61.8	19.0	49.2	40.8	17.0
1961	67.5	49.4	26.8	83.8	60.3	28.0	50.9	38.3	24.7
1962	56.5	40.4	28.6	84.9	61.9	27.1	34.0	23.3	31.5
1963	65.9	45.1	31.7	83.3	64.4	22.7	49.6	27.0	45.7
1964	55.3	41.6	24.8	76.6	63.0	17.7	37.8	24.0	36.5
1965	61.0	47.9	21.4	82.8	66.8	19.4	36.4	26.8	26.5
1966	62.3	51.4	17.4	80.3	69.4	13.6	44.4	33.6	24.4
1967	63.7	50.3	21.0	80.3	65.0	19.1	45.6	34.4	24.6
1968	63.9	50.0	21.8	80.3	65.5	18.5	47.0	34.0	27.7
1969	61.3	51.0	16.8	81.8	69.8	14.7	39.4	30.9	21.4
1970	60.0	44.7	25.5	78.9	56.5	28.4	39.5	31.9	19.3
1971	63.6	46.8	26.4	80.8	59.3	26.6	42.9	31.7	26.2
1972	62.7	46.0	26.5	82.3	63.2	23.2	42.3	28.5	32.7
1973	66.2	51.5	22.2	81.1	61.5	24.2	47.4	38.7	18.3
1974	67.0	48.1	28.3	82.4	62.2	24.6	48.8	31.2	36.1
1975	62.7	41.4	34.0	82.4	54.1	34.3	43.4	29.0	33.3
1976	62.9	43.5	30.8	77.6	55.7	28.2	44.1	28.0	36.6
1977	68.5	50.2	26.7	81.0	60.9	24.8	54.0	38.0	29.5
1978	68.7	49.7	27.6	80.2	61.0	24.0	53.1	34.7	34.6
1979	65.9	48.8	26.0	79.0	64.0	19.0	53.4	34.0	36.4
1980	63.9	43.7	31.5	72.9	50.7	30.4	52.3	34.7	33.5
1981	63.5	40.5	36.2	74.1	52.6	29.0	52.6	28.0	46.7
1982	63.0	36.8	41.6	76.6	43.4	43.4	47.6	29.4	38.3
1983	63.1	43.2	31.6	75.4	50.8	32.7	48.1	34.0	29.5
1984	64.4	42.9	33.3	77.7	51.7	33.5	49.1	32.9	33.1
1985	67.5	43.5	35.6	81.3	50.8	37.5	52.2	35.4	32.2
1986	63.9	46.1	27.9	72.0	56.0	22.2	54.6	34.7	36.4
1987	66.3	41.2	37.8	73.7	45.6	38.1	57.5	36.0	37.4
1988	59.2	43.5	26.6	74.6	53.4	28.4	40.0	31.0	22.4
1989	65.5	47.1	28.1	74.5	52.3	29.8	54.7	40.9	25.2
1990	68.9	46.7	32.3	80.5	51.2	36.4	56.3	41.6	26.2
1991	61.7	36.9	40.2	75.0	48.9	34.8	48.7	25.1	48.4
1992	59.2	36.1	38.9	68.6	44.7	34.9	50.5	28.7	43.1
1993	63.7	46.9	26.4	73.6	61.8	16.0	52.7	30.1	42.9

NOTE: Recent school dropouts are individuals aged 16–24 who were not high school graduates, who were in school 12 months earlier, but who were not enrolled during the survey month. The labor force participation rate is the percent of the population either employed or unemployed. The employment rate is the percent of the population employed. The unemployment rate is the percent of the labor force unemployed. The unemployed are those without a job and looking for work. See supplemental note to this indicator for a comparison of these labor force statistics.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Labor Force Statistics Derived from the Current Population Survey: 1940–87*, and U.S. Department of Commerce, Bureau of the Census, *October Current Population Surveys*.

Table 28-3 Rates of labor force participation, employment, and unemployment of recent high school graduates not enrolled in college, by race/ethnicity: October 1973–93

October	White			Black			Hispanic		
	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment
1973	83.2	74.9	10.0	69.9	49.8	28.8	(*)	(*)	(*)
1974	84.8	72.9	14.1	75.0	45.9	38.8	(*)	(*)	(*)
1975	82.4	68.9	16.4	69.3	36.9	46.7	(*)	(*)	(*)
1976	86.4	73.2	15.3	72.7	38.5	47.0	(*)	(*)	(*)
1977	87.3	76.1	12.8	74.4	43.3	41.8	81.6	65.8	(*)
1978	88.0	79.1	10.2	75.7	45.9	39.3	83.3	69.2	(*)
1979	88.9	76.4	14.0	71.8	44.1	38.5	82.4	69.4	(*)
1980	87.6	74.6	14.8	72.0	35.0	51.4	(*)	(*)	(*)
1981	87.4	73.0	16.4	69.0	31.5	54.3	(*)	(*)	(*)
1982	85.5	68.5	19.9	69.4	29.4	57.6	75.5	43.9	(*)
1983	85.9	69.8	18.8	75.9	34.9	54.1	(*)	(*)	(*)
1984	86.2	70.7	18.0	73.2	44.8	38.7	78.8	49.0	37.8
1985	85.0	71.0	16.5	76.6	34.4	55.1	(*)	(*)	(*)
1986	85.3	71.5	16.2	67.4	41.0	39.1	81.9	64.9	20.8
1987	87.8	75.3	14.3	73.8	46.9	36.4	69.2	53.8	22.2
1988	88.1	78.2	11.3	73.5	55.5	24.5	81.8	57.1	(*)
1989	88.3	77.6	12.1	71.0	53.5	24.5	74.7	49.3	(*)
1990	88.2	75.1	14.8	69.9	44.9	35.8	(*)	(*)	(*)
1991	84.4	67.1	20.6	67.5	32.5	51.8	(*)	(*)	(*)
1992	83.1	71.9	13.5	61.2	37.2	39.3	70.8	53.9	(*)
1993	90.0	71.9	20.1	64.4	42.2	34.5	81.6	43.4	(*)

* Too few sample observations for a reliable estimate.

NOTE: Recent high school graduates are individuals aged 16–24 who graduated in the year of the survey. The labor force participation rate is the percent of the population either employed or unemployed. The employment rate is the percent of the population employed. The unemployment rate is the percent of the labor force unemployed. The unemployed are those without a job and looking for work. See supplemental note to this indicator for a comparison of these labor force statistics.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 28-4 Rates of labor force participation, employment, and unemployment of recent school dropouts not enrolled in college, by sex: October 1973–93

October	White			Black			Hispanic		
	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment
1973	71.0	55.1	22.4	59.4	43.9	26.1	(*)	(*)	(*)
1974	73.8	53.9	27.0	58.1	35.9	38.1	(*)	(*)	(*)
1975	65.4	46.2	29.3	56.1	22.0	(*)	59.5	46.8	(*)
1976	68.9	49.7	27.9	44.8	20.8	(*)	(*)	(*)	(*)
1977	74.8	56.6	24.3	58.6	34.5	41.2	(*)	(*)	(*)
1978	75.2	54.2	27.9	59.5	41.1	30.9	70.7	50.7	(*)
1979	70.5	54.2	23.0	51.7	27.6	46.7	(*)	(*)	(*)
1980	69.8	51.2	26.7	51.5	20.8	(*)	66.3	47.7	(*)
1981	71.2	51.2	28.0	46.8	11.5	(*)	76.8	50.0	(*)
1982	69.5	44.5	36.0	58.2	16.4	(*)	(*)	(*)	(*)
1983	65.4	49.4	24.4	59.8	26.5	(*)	(*)	(*)	(*)
1984	71.9	51.3	28.6	55.4	23.8	(*)	53.6	35.7	(*)
1985	74.4	50.0	32.8	53.7	29.3	(*)	68.8	37.6	(*)
1986	69.6	50.5	27.4	60.5	31.6	(*)	60.8	46.4	23.7
1987	69.9	48.1	31.1	61.3	26.1	(*)	(*)	(*)	(*)
1988	65.1	47.6	27.0	35.7	17.3	(*)	64.4	55.4	(*)
1989	74.4	57.6	22.6	51.8	26.3	(*)	(*)	(*)	(*)
1990	74.8	56.2	24.9	65.9	30.5	(*)	(*)	(*)	(*)
1991	61.6	38.4	37.6	52.7	24.7	(*)	(*)	(*)	(*)
1992	62.6	43.2	30.9	50.8	(*)	(*)	50.0	28.8	(*)
1993	68.0	52.8	22.4	43.6	26.9	(*)	(*)	(*)	(*)

* Too few sample observations for a reliable estimate.

NOTE: Recent school dropouts are individuals aged 16–24 who were not high school graduates, who were in school 12 months earlier, but who were not enrolled during the survey month. The labor force participation rate is the percent of the population either employed or unemployed. The employment rate is the percent of the population employed. The unemployment rate is the percent of the labor force unemployed. The unemployed are those without a job and looking for work. See supplemental note to this indicator for a comparison of these labor force statistics.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 28-5 Rates of labor force participation, employment, and unemployment of recent high school graduates not enrolled in college, by family income: October 1973-93

October	Low income			Middle income			High income		
	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment
1973	66.2	54.2	18.0	82.7	72.5	12.3	85.2	77.5	9.0
1975	68.8	51.7	24.8	82.5	65.7	20.4	86.0	72.0	16.3
1976	74.3	50.3	32.3	84.5	69.7	17.5	87.2	74.6	14.4
1977	75.4	56.3	25.4	86.4	72.1	16.5	89.7	81.7	8.9
1978	80.9	59.5	26.4	85.7	74.3	13.3	90.0	80.9	10.1
1979	84.7	67.9	19.8	85.6	69.8	18.5	90.1	80.5	10.7
1980	81.6	56.6	30.6	85.0	70.2	17.4	87.3	74.0	15.2
1981	72.4	53.2	26.5	84.8	64.5	23.9	87.9	76.9	12.5
1982	71.4	44.4	37.7	84.7	61.3	27.6	81.8	70.0	14.5
1983	79.6	48.8	38.7	85.2	65.6	23.0	86.1	65.3	24.1
1984	71.0	51.7	27.2	85.1	65.4	23.2	87.9	72.0	18.1
1985	79.2	47.4	40.1	82.3	61.7	25.0	84.4	74.7	11.5
1986	77.3	57.2	26.0	81.0	63.9	21.2	86.5	77.3	10.7
1987	74.1	56.7	23.5	84.0	67.6	19.6	92.2	83.7	9.3
1988	75.4	55.8	26.0	85.3	73.2	14.2	90.9	82.3	9.5
1989	78.8	60.0	23.9	84.1	72.2	14.1	89.2	78.3	12.1
1990	77.9	49.0	37.1	85.0	71.3	16.1	87.9	72.1	17.9
1991	71.8	48.6	32.3	81.7	59.0	27.8	82.4	73.3	11.0
1992	60.5	44.2	27.0	82.5	67.7	18.0	79.5	67.5	15.0
1993	78.8	60.9	22.7	84.0	63.7	24.1	90.8	69.7	23.3

NOTE: Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent of family income in-between. Recent high school graduates are individuals aged 16-24 who graduated in the year of the survey. The labor force participation rate is the percent of the population either employed or unemployed. The employment rate is the percent of the population employed. The unemployment rate is the percent of the labor force unemployed. The unemployed are those without a job and looking for work. See supplemental note to this indicator for a comparison of these labor force statistics.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 28-6 Rates of labor force participation, employment, and unemployment of recent school dropouts not enrolled in college, by family income: October 1973-93

October	Low income			Middle income			High income		
	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment	Labor force participation	Employment	Unemployment
1973	58.9	46.9	20.3	69.0	53.6	22.3	(*)	(*)	(*)
1975	51.5	33.3	35.3	66.9	45.3	32.2	72.0	46.2	(*)
1976	56.0	33.5	40.2	66.7	47.7	28.4	71.1	55.3	(*)
1977	65.8	44.4	32.6	71.9	53.4	25.7	84.0	67.9	(*)
1978	61.9	42.6	31.1	71.9	52.9	26.4	87.6	59.3	32.3
1979	50.0	26.3	47.5	69.7	54.4	22.0	84.8	70.4	17.0
1980	52.3	29.8	43.0	68.0	47.8	29.7	84.8	65.2	23.1
1981	58.0	27.6	52.4	68.2	43.8	35.8	75.3	64.0	(*)
1982	57.2	27.9	51.2	70.4	40.8	42.1	(*)	(*)	(*)
1983	47.9	28.2	41.2	69.3	46.1	33.5	(*)	(*)	(*)
1984	55.4	29.2	47.3	68.4	47.8	30.1	(*)	(*)	(*)
1985	58.9	29.2	50.4	74.7	51.0	31.7	(*)	(*)	(*)
1986	62.0	39.6	36.2	68.3	50.7	25.9	(*)	(*)	(*)
1987	60.5	24.7	59.2	69.6	47.8	31.4	(*)	(*)	(*)
1988	51.2	36.6	28.4	63.8	45.8	28.1	(*)	(*)	(*)
1989	58.6	35.9	38.8	68.8	51.7	24.9	(*)	(*)	(*)
1990	61.1	30.6	50.0	70.5	53.5	24.1	(*)	(*)	(*)
1991	51.1	27.0	(*)	65.7	42.3	35.7	(*)	(*)	(*)
1992	41.5	20.4	(*)	68.9	42.5	38.2	(*)	(*)	(*)
1993	56.4	37.1	34.2	67.7	53.4	21.2	(*)	(*)	(*)

* Too few sample observations for a reliable estimate.

NOTE: Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent of family income in-between. Recent school dropouts are individuals aged 16-24 who were not high school graduates, who were in school 12 months earlier, but who were not enrolled during the survey month. The labor force participation rate is the percent of the population either employed or unemployed. The employment rate is the percent of the population employed. The unemployment rate is the percent of the labor force unemployed. The unemployed are those without a job and looking for work. See supplemental note to this indicator for a comparison of these labor force statistics.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Note on Labor Force Statistics

The Bureau of Labor Statistics uses three categories to classify the labor force status of an individual: employed, unemployed, and not in the labor force.

An *employed* individual is someone who has a job and is working. Also included are those who are not working but who have jobs from which they are temporarily absent because of illness, vacation, labor-management disputes, bad weather, and personal reasons. Those in the military are also counted as employed. An *unemployed* individual is someone without a job, who is available for work, and who has made specific efforts to find employment some time during the prior 4 weeks. Also included are persons waiting to be recalled to a job from which they had been laid off or who are waiting to report to a new job within 30 days. Individuals who are neither employed nor unemployed are *not in the labor force*.

The *labor force* comprises all persons classified as employed or unemployed. The *unemployment rate* represents the number unemployed as a percent of the labor force. The *labor force participation rate* is the ratio of the labor force to the population. The *employment-population ratio* is the percentage of employed individuals in the population. We refer to the last statistic as the *employment rate* in *Indicator 28*.

Each of these statistics is typically reported in two forms, one that includes the military, and one that excludes them. For instance, the *civilian employment-population ratio* is the percentage of all employed civilians in the civilian noninstitutional population. The *civilian labor force participation rate* is the ratio of the civilian labor force to the civilian noninstitutional population. The labor force statistics reported in *Indicator 28* and its associated supplemental tables are all for the civilian noninstitutional population. *Indicator 28* reports the form that excludes the military.

Each of these measures can be computed for groups classified by age, sex, race, Hispanic origin, and so on.

Further elaboration on these labor force statistics is available in the explanatory notes of *Employment and Earnings*, published monthly by the Bureau of Labor Statistics of the U.S. Department of Labor.

Table 29-1 Percentage of the labor force* who were unemployed, by sex, educational attainment, and age: March 1994

Age	Male					Female				
	Total	Grades 9 to 11	High school diploma	Some college	Bachelor's degree	Total	Grades 9 to 11	High school diploma	Some college	Bachelor's degree
20-24	12.3	20.0	13.8	10.9	4.6	9.5	33.1	11.8	6.0	2.4
25-29	7.8	16.9	9.0	6.1	2.9	7.1	19.9	8.9	5.6	3.4
30-34	6.9	16.4	7.7	6.8	1.8	6.6	15.0	7.3	5.8	3.9
35-39	6.6	15.8	7.6	6.2	2.8	6.3	14.5	7.2	5.4	3.2
40-44	6.2	13.0	8.9	4.9	3.6	4.2	12.3	5.0	3.6	2.1
45-49	4.4	8.0	5.0	3.4	2.5	4.1	6.0	5.2	3.1	2.1
50-54	4.6	10.5	4.6	3.6	2.7	4.2	5.6	4.0	4.2	3.0
55-59	5.3	7.1	5.0	5.2	3.6	4.0	7.0	4.4	2.9	1.7
60-64	6.1	11.1	5.0	3.5	4.8	5.9	6.9	6.0	5.5	2.8

* Noninstitutionalized civilians.

NOTE: The labor force are those who are either employed or unemployed. The unemployed are those without a job and looking for work. Included in the total but not shown separately are those who have attained 8 or fewer years of schooling. Grades 9 to 11 include those who have attended 12th grade but have not received a diploma; high school diploma includes those who have received an equivalency certificate; some college includes those who have received an associate's degree; bachelor's degree includes those who have received advanced degrees.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Survey, 1994.

Table 30-1 Median annual earnings of male wage and salary workers 25 to 34 years old with 9–11, 13–15, and 16 or more years of school, by race/ethnicity: 1970–93 (in 1994 constant dollars)

Year	9–11 years of school				13–15 years of school				16 or more years of school			
	All	White	Black	Hispanic	All	White	Black	Hispanic	All	White	Black	Hispanic
All wage and salary workers												
1970	\$26,894	\$28,289	\$18,503	\$25,996	\$35,472	\$35,066	\$31,470	(*)	\$39,889	\$39,691	(*)	(*)
1971	27,512	28,377	18,947	22,840	34,462	34,154	28,768	(*)	39,871	39,484	\$35,464	(*)
1972	27,270	29,185	19,522	24,229	35,257	34,732	30,206	\$30,651	40,455	40,143	37,295	(*)
1973	28,950	30,674	21,218	22,119	34,766	34,613	28,816	29,788	40,247	39,652	34,905	(*)
1974	25,824	27,639	20,463	22,433	32,546	33,272	27,500	29,503	36,618	37,261	30,411	(*)
1975	23,166	24,985	16,705	20,203	31,611	32,409	26,803	27,200	34,548	34,902	30,862	(*)
1976	23,433	24,654	18,107	24,330	30,956	31,897	24,523	26,608	35,574	35,873	33,234	(*)
1977	23,243	25,225	17,741	22,001	30,834	31,955	26,192	24,763	35,484	35,836	31,866	(*)
1978	23,206	25,149	17,192	21,972	31,716	32,223	31,067	27,211	35,697	35,807	33,998	\$34,124
1979	22,591	24,669	17,598	20,017	31,417	32,271	26,488	28,330	34,500	34,699	30,232	29,884
1980	20,317	22,011	15,378	20,675	28,834	29,659	23,772	27,179	32,957	33,506	27,550	28,764
1981	18,906	20,024	13,843	19,635	27,447	28,388	22,760	24,777	33,343	33,767	28,236	26,698
1982	17,040	17,956	14,161	15,647	26,742	27,926	19,130	23,861	32,104	32,445	27,785	30,859
1983	16,889	18,373	11,349	15,813	27,252	28,220	22,999	24,843	32,583	33,053	25,878	29,101
1984	15,608	16,495	10,786	17,190	28,434	29,467	20,090	25,106	33,493	34,540	26,998	28,701
1985	16,715	18,318	12,963	16,419	28,186	29,297	21,006	24,700	35,571	35,959	32,841	35,339
1986	16,550	17,610	14,441	16,737	28,096	29,351	21,879	25,627	35,857	36,490	27,984	36,114
1987	17,499	19,371	14,264	15,467	27,409	28,322	21,477	23,967	35,973	37,512	24,849	33,025
1988	16,778	18,951	10,809	14,779	27,206	28,218	21,542	23,241	35,092	37,074	26,551	27,454
1989	16,856	18,889	11,188	14,678	27,128	28,217	22,143	24,138	35,036	36,516	25,924	25,357
1990	16,054	17,714	12,703	14,156	25,898	27,281	22,227	23,898	33,412	34,239	29,258	30,487
1991	14,194	16,369	11,402	13,333	25,130	26,942	19,387	23,110	33,626	34,298	25,643	28,025
1992	14,303	16,442	9,979	13,134	23,844	25,258	20,092	21,746	33,670	34,799	28,273	28,071
1993	13,961	16,205	10,715	12,437	23,435	24,859	19,047	20,170	32,708	33,569	27,135	27,386
Year-round, full-time wage and salary workers												
1970	\$29,001	\$30,593	\$21,578	\$27,670	\$37,409	\$37,903	\$33,407	(*)	\$42,709	\$42,917	(*)	(*)
1971	28,949	30,719	22,782	24,222	36,916	37,495	33,650	(*)	42,259	42,662	(*)	(*)
1972	29,864	31,805	22,560	27,290	37,540	38,343	32,082	(*)	42,950	43,232	\$38,941	(*)
1973	30,545	33,007	23,063	(*)	36,710	37,363	32,456	\$33,874	43,121	43,676	37,580	(*)
1974	29,458	30,665	24,658	(*)	35,119	35,665	31,083	32,513	40,647	41,112	35,048	(*)
1975	28,079	29,416	21,500	(*)	35,308	36,218	30,171	30,787	38,784	39,073	32,659	(*)
1976	27,511	29,061	22,278	26,909	35,187	35,722	30,053	32,712	39,247	39,324	36,135	(*)
1977	27,471	26,120	19,091	(*)	34,908	32,159	26,790	27,337	38,889	34,695	28,999	(*)
1978	26,875	28,429	21,302	24,848	35,127	35,394	34,584	29,661	38,908	39,018	36,851	(*)
1979	26,514	29,052	20,816	23,478	34,352	35,105	28,830	32,881	37,829	37,818	36,393	(*)
1980	24,128	27,052	16,839	24,050	32,030	32,866	26,528	30,734	36,382	36,697	29,881	\$32,188
1981	23,615	25,272	17,550	23,192	31,603	32,416	25,988	31,029	36,535	36,754	32,448	34,117
1982	22,903	24,378	18,267	19,197	31,281	32,033	24,260	26,787	35,135	35,631	31,227	33,721
1983	21,609	23,211	15,803	20,352	31,215	31,911	25,725	27,759	36,725	37,153	31,588	31,901
1984	21,715	23,540	15,288	22,899	31,598	32,620	25,144	28,841	37,130	37,462	30,223	33,522
1985	21,592	23,189	15,672	20,231	31,310	32,821	23,632	31,342	37,906	38,647	35,486	38,081
1986	21,615	23,132	16,301	21,084	31,698	33,340	25,543	28,088	39,522	40,326	31,865	39,545
1987	22,401	24,070	18,477	18,922	30,488	31,511	24,137	29,065	39,772	40,477	30,663	36,557
1988	21,465	23,248	17,464	19,130	31,384	32,580	26,386	26,715	38,934	39,546	27,786	32,161
1989	21,011	22,880	16,339	19,414	30,514	31,526	24,849	26,668	38,274	39,582	27,991	31,435
1990	19,830	22,036	15,574	18,466	29,562	30,487	25,735	26,479	36,142	36,619	30,825	35,396
1991	19,276	21,753	14,886	17,607	28,858	29,569	23,747	27,064	38,325	38,988	29,868	34,540
1992	18,410	21,557	16,456	15,434	28,067	28,594	25,351	25,580	37,745	38,526	31,965	30,382
1993	18,368	20,969	14,921	16,127	26,757	27,541	22,970	23,211	37,065	37,778	28,217	31,134

* Too few cases for a reliable estimate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 30-2 Median annual earnings of female wage and salary workers 25 to 34 years old with 9–11, 13–15, and 16 or more years of school, by race/ethnicity: 1970–93 (in 1994 constant dollars)

Year	9–11 years of school				13–15 years of school				16 or more years of school			
	All	White	Black	Hispanic	All	White	Black	Hispanic	All	White	Black	Hispanic
All wage and salary workers												
1970	\$11,041	\$7,723	\$7,189	(*)	\$18,913	\$14,511	\$18,266	(*)	\$26,831	\$23,305	\$28,983	(*)
1971	11,882	8,689	8,327	(*)	18,790	14,775	18,791	(*)	27,164	24,811	27,704	(*)
1972	11,655	7,819	10,912	(*)	19,255	16,083	17,223	(*)	26,940	24,400	27,833	(*)
1973	11,454	9,300	10,032	(*)	19,812	16,815	19,844	(*)	26,644	24,238	26,385	(*)
1974	8,474	7,898	9,282	\$9,649	16,275	15,744	18,988	(*)	23,668	23,520	25,165	(*)
1975	8,757	8,450	9,166	(*)	16,886	16,340	19,776	(*)	23,483	23,070	26,035	(*)
1976	8,687	7,858	9,525	11,630	16,215	15,932	19,035	\$15,494	22,553	22,196	26,009	(*)
1977	9,072	8,450	10,019	10,913	17,764	17,608	19,009	16,244	22,197	21,796	25,838	(*)
1978	7,617	7,676	7,788	7,055	16,493	16,091	19,729	15,318	21,941	21,741	22,761	(*)
1979	10,071	10,117	9,826	9,572	17,053	17,101	18,608	16,364	22,208	22,196	22,638	(*)
1980	9,155	8,742	10,276	9,795	17,627	17,745	17,696	15,269	21,581	21,446	23,278	(*)
1981	8,481	8,253	7,859	10,932	17,043	16,969	17,150	18,193	21,352	21,199	22,148	\$22,254
1982	8,985	8,542	9,630	10,921	16,292	16,092	16,824	17,475	22,020	21,854	22,956	20,962
1983	9,085	8,766	9,644	8,922	16,944	17,054	16,297	17,614	22,784	22,688	23,495	22,386
1984	8,050	8,155	7,439	8,709	17,298	17,077	17,794	17,860	23,012	22,922	23,804	22,646
1985	8,975	8,776	8,600	10,195	16,876	17,302	15,420	15,646	24,176	24,175	23,461	24,102
1986	9,213	8,960	9,998	8,235	17,301	17,418	16,407	18,400	25,368	25,251	25,068	24,340
1987	9,828	10,616	7,637	9,710	18,245	18,054	18,322	19,725	25,995	25,800	26,513	26,718
1988	8,019	7,524	8,250	9,124	18,769	19,088	17,730	16,209	25,966	26,171	25,807	24,154
1989	8,650	9,068	6,222	9,910	18,200	18,281	18,097	17,580	26,620	26,607	25,572	27,767
1990	7,876	7,873	5,533	8,977	18,290	18,691	16,316	18,201	26,287	26,523	26,252	23,623
1991	8,540	8,539	6,658	8,905	17,696	18,146	15,442	17,326	25,436	25,974	23,338	21,611
1992	10,103	10,586	7,990	10,260	17,732	18,155	15,397	17,546	26,443	26,557	25,200	25,356
1993	7,674	7,440	6,181	8,897	17,157	17,532	15,395	16,392	26,043	26,462	23,176	23,181
Year-round, full-time wage and salary workers												
1970	\$16,660	\$17,304	\$14,887	(*)	\$23,638	\$23,738	\$23,627	(*)	\$30,527	\$30,306	(*)	(*)
1971	16,409	16,958	15,217	(*)	23,720	23,517	(*)	(*)	29,782	29,926	\$29,338	(*)
1972	17,044	17,903	15,781	(*)	24,838	25,242	(*)	(*)	30,385	30,443	29,292	(*)
1973	18,018	18,727	15,161	(*)	24,891	25,163	23,796	(*)	30,236	30,152	31,098	(*)
1974	15,994	16,462	14,209	(*)	23,454	23,447	22,740	(*)	28,309	28,539	26,305	(*)
1975	16,052	15,894	15,536	(*)	23,395	23,464	23,633	(*)	28,266	28,443	26,818	(*)
1976	16,294	17,586	14,874	(*)	23,331	23,610	22,400	(*)	28,452	28,384	28,827	(*)
1977	16,757	14,113	13,795	(*)	23,669	20,835	20,985	(*)	27,590	25,256	23,813	(*)
1978	17,292	17,784	15,866	(*)	22,866	22,847	23,039	(*)	26,930	26,963	25,162	(*)
1979	16,636	17,016	16,400	(*)	22,925	23,067	22,443	(*)	26,670	26,839	24,715	(*)
1980	15,631	16,001	15,531	(*)	21,838	22,024	20,476	\$21,793	26,814	26,948	26,013	(*)
1981	14,571	14,605	(*)	(*)	21,880	22,267	20,537	22,124	26,826	26,996	24,916	(*)
1982	15,462	15,354	16,790	(*)	22,251	22,530	21,654	20,185	26,522	26,765	24,664	(*)
1983	14,934	14,896	(*)	(*)	23,022	23,405	21,597	21,956	26,515	26,810	24,608	\$25,018
1984	15,460	16,315	12,280	(*)	22,435	22,854	20,189	21,615	27,807	27,946	26,680	28,035
1985	15,390	15,922	(*)	(*)	22,719	23,383	19,359	22,686	29,002	29,434	25,210	28,428
1986	15,591	16,355	14,404	(*)	22,644	23,243	19,898	22,054	29,719	29,987	27,223	27,485
1987	15,403	15,580	(*)	(*)	23,175	23,262	22,879	22,762	29,134	29,615	27,289	29,027
1988	13,842	14,099	13,096	(*)	23,382	23,688	22,444	25,383	30,140	30,790	27,435	29,039
1989	14,467	14,702	(*)	\$13,114	23,013	23,459	21,720	22,622	30,915	31,029	28,585	30,692
1990	14,305	15,623	(*)	12,562	22,793	23,328	20,135	20,821	30,458	30,700	29,226	27,621
1991	13,170	13,676	11,428	(*)	22,607	23,116	20,276	22,814	29,611	29,943	25,620	26,481
1992	14,283	15,594	13,711	(*)	22,383	22,834	19,650	22,981	29,843	29,961	28,573	28,133
1993	13,747	13,729	(*)	14,041	21,839	22,409	19,474	21,303	30,778	31,176	26,550	26,508

* Too few cases for a reliable estimate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 30-3 Median annual earnings of wage and salary workers 25 to 34 years old with 12 years of school, by sex and race/ethnicity: 1970-93 (in 1994 constant dollars)

Year	Male				Female			
	All	White	Black	Hispanic	All	White	Black	Hispanic
All wage and salary workers								
1970	\$32,109	\$32,680	\$23,831	\$28,484	\$15,934	\$12,847	\$13,902	\$13,796
1971	32,483	32,882	24,418	27,160	16,299	13,513	13,027	13,017
1972	33,895	34,480	26,075	30,505	16,577	14,005	13,740	14,306
1973	34,498	34,814	27,894	28,384	16,213	13,466	14,333	14,931
1974	31,992	32,700	27,302	30,182	13,629	13,268	14,928	16,080
1975	29,575	30,387	24,877	26,793	13,625	13,177	15,393	14,495
1976	29,938	30,859	22,651	27,211	14,258	13,805	16,373	13,855
1977	30,135	31,650	22,923	25,688	14,495	14,237	15,842	14,356
1978	30,332	31,798	23,354	27,182	14,154	13,754	16,353	14,185
1979	29,760	31,285	22,522	24,383	14,293	14,177	15,047	14,368
1980	27,663	28,768	20,357	22,368	14,193	14,252	14,221	13,756
1981	25,766	26,803	20,129	21,638	13,836	13,694	14,099	14,498
1982	23,945	24,995	18,431	21,167	13,513	13,376	13,916	13,648
1983	24,083	25,335	17,532	21,926	13,665	13,490	14,811	13,010
1984	24,666	26,591	16,494	22,426	14,274	14,267	14,098	14,394
1985	23,730	25,514	18,735	19,448	14,321	14,557	13,162	14,051
1986	23,837	25,568	16,540	20,205	14,249	14,437	12,765	14,595
1987	24,201	26,157	16,639	21,034	14,592	14,801	13,777	14,369
1988	24,784	26,074	19,393	21,110	14,340	14,697	13,383	14,167
1989	24,165	25,374	18,402	19,600	13,806	14,115	12,456	13,690
1990	22,630	24,176	17,574	18,296	13,678	14,018	12,554	12,426
1991	22,030	23,507	16,711	17,592	13,391	13,782	11,822	13,445
1992	21,018	22,494	15,436	18,143	13,219	13,704	11,810	12,806
1993	20,870	22,128	16,295	17,102	13,075	13,975	10,403	12,727
Year-round, full-time wage and salary workers								
1970	\$33,564	\$34,381	\$26,798	\$29,942	\$21,072	\$21,468	\$18,643	(*)
1971	33,921	34,614	27,250	30,629	20,806	20,859	20,357	(*)
1972	35,152	36,065	27,670	31,384	21,393	21,621	20,216	\$21,743
1973	35,618	36,283	30,371	31,579	20,861	20,943	20,675	21,391
1974	33,881	34,357	30,815	32,747	20,563	20,548	20,547	20,983
1975	32,543	33,051	29,570	29,397	20,638	20,560	21,113	19,964
1976	32,435	33,157	27,682	29,916	20,875	21,056	20,401	20,129
1977	33,326	29,347	26,256	26,102	21,204	18,256	18,747	17,727
1978	34,251	34,780	29,167	32,034	20,942	21,206	20,309	20,124
1979	32,801	33,786	26,572	28,131	20,284	20,587	18,938	18,915
1980	30,454	31,206	24,735	26,039	20,008	20,244	19,031	19,271
1981	29,174	30,130	25,226	25,065	19,185	19,383	18,850	18,018
1982	28,168	29,338	23,329	25,091	18,828	18,985	18,001	18,700
1983	28,376	29,755	21,097	25,020	19,016	19,333	18,128	18,325
1984	29,191	30,339	20,296	26,600	19,407	19,977	17,377	18,778
1985	27,676	29,174	22,006	22,664	19,670	20,215	16,885	19,149
1986	27,726	28,913	21,858	24,791	19,610	19,953	16,751	21,088
1987	27,787	28,957	20,796	25,383	19,846	20,236	17,751	19,404
1988	27,369	28,449	21,238	24,732	19,391	19,978	16,834	18,746
1989	26,254	27,477	21,803	22,742	19,267	19,483	17,829	18,736
1990	25,119	27,087	19,490	21,136	18,605	19,035	16,257	16,625
1991	24,512	26,204	18,839	21,500	19,018	19,461	17,234	18,376
1992	24,058	25,498	18,201	21,122	18,740	19,249	17,553	18,673
1993	23,079	24,683	19,072	20,203	18,421	19,461	15,056	17,061

* Too few cases for a reliable estimate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 30-4 Ratio of median annual earnings of wage and salary workers 25 to 34 years old with 9–11, 13–15, and 16 or more years of school to those with 12 years of school, by sex: 1970–93

Year	9–11 years of school		13–15 years of school		16 or more years of school	
	Male	Female	Male	Female	Male	Female
1970	0.84	0.69	1.10	1.19	1.24	1.68
1971	0.85	0.73	1.06	1.15	1.23	1.67
1972	0.80	0.70	1.04	1.16	1.19	1.63
1973	0.84	0.71	1.01	1.22	1.17	1.64
1974	0.81	0.62	1.02	1.19	1.14	1.74
1975	0.78	0.64	1.07	1.24	1.17	1.72
1976	0.78	0.61	1.03	1.14	1.19	1.58
1977	0.77	0.63	1.02	1.23	1.18	1.53
1978	0.77	0.54	1.05	1.17	1.18	1.55
1979	0.76	0.70	1.06	1.19	1.16	1.55
1980	0.73	0.65	1.04	1.24	1.19	1.52
1981	0.73	0.61	1.07	1.23	1.29	1.54
1982	0.71	0.66	1.12	1.21	1.34	1.63
1983	0.70	0.66	1.13	1.24	1.35	1.67
1984	0.63	0.56	1.15	1.21	1.36	1.61
1985	0.70	0.63	1.19	1.18	1.50	1.69
1986	0.69	0.65	1.18	1.21	1.50	1.78
1987	0.72	0.67	1.13	1.25	1.49	1.78
1988	0.68	0.56	1.10	1.31	1.42	1.81
1989	0.70	0.63	1.12	1.32	1.45	1.93
1990	0.71	0.58	1.14	1.34	1.48	1.92
1991	0.64	0.64	1.14	1.32	1.53	1.90
1992	0.68	0.76	1.13	1.34	1.60	2.00
1993	0.67	0.59	1.12	1.31	1.57	1.99

NOTE: The ratio is most usefully compared to 1.0. For example, the ratio of 1.57 in 1993 for males with 16 or more years of school means that they earned 57 percent more than males with 12 years of school. The ratio of 0.67 in 1993 for males with 9–11 years of school means that they earned 33 percent less than males with 12 years of school.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 31-1 Average annual earnings of employed 25- to 64-year-olds in the previous year, by sex, literacy domain, literacy proficiency level, and highest level of education attained: 1992

Highest education level	Male						Female					
	Literacy level						Literacy level					
	Total	1	2	3	4	5	Total	1	2	3	4	5
Prose literacy												
Total	\$29,175	\$15,755	\$22,046	\$29,610	\$39,941	\$48,965	\$17,090	\$9,650	\$13,260	\$16,759	\$21,882	\$28,707
Grade 1-8	12,941	12,160	14,697	16,151	—	—	8,009	7,584	8,493	—	—	—
Grade 9-11	18,194	16,299	17,763	21,402	—	—	11,145	8,979	11,141	14,304	—	—
GED or equivalent	21,672	—	20,979	23,741	—	—	11,754	—	10,784	12,081	—	—
High school diploma	22,494	16,417	20,866	24,997	26,825	—	13,554	10,510	12,579	14,565	14,686	—
Some postsecondary*	27,279	19,306	24,402	26,654	32,544	—	16,449	11,756	14,540	16,266	18,245	23,038
Associate's degree	31,855	—	29,161	31,615	34,729	—	19,547	—	15,103	20,053	20,603	—
Bachelor's degree	38,115	—	30,105	37,393	38,793	44,140	23,592	—	22,907	20,546	24,447	28,939
Graduate degree	55,781	—	—	49,074	59,774	61,826	29,758	—	—	25,671	31,033	35,091
Document literacy												
Total	\$29,175	\$16,514	\$23,246	\$30,847	\$39,163	\$44,668	\$17,090	\$10,315	\$14,000	\$17,680	\$22,197	\$27,998
Grade 1-8	12,941	12,189	14,832	—	—	—	8,009	7,642	7,831	—	—	—
Grade 9-11	18,194	16,366	18,690	20,412	—	—	11,145	9,321	11,779	13,221	—	—
GED or equivalent	21,672	—	21,477	22,317	—	—	11,754	—	11,509	12,073	—	—
High school diploma	22,494	16,476	21,657	24,914	26,148	—	13,554	10,746	12,766	14,803	14,932	—
Some postsecondary*	27,279	21,727	23,718	27,935	30,300	—	16,449	13,391	14,849	16,509	18,303	—
Associate's degree	31,855	—	32,355	29,675	34,809	—	19,547	—	18,603	19,785	20,073	—
Bachelor's degree	38,115	—	34,041	37,960	38,484	41,323	23,592	—	21,158	21,853	25,250	27,654
Graduate degree	55,781	—	42,106	53,126	60,283	54,587	29,758	—	23,886	29,028	30,508	33,867
Quantitative literacy												
Total	\$29,175	\$14,909	\$21,658	\$28,989	\$37,728	\$48,310	\$17,090	\$10,265	\$14,017	\$17,311	\$21,818	\$28,360
Grade 1-8	12,941	12,298	13,993	—	—	—	8,009	7,426	—	—	—	—
Grade 9-11	18,194	15,034	18,372	21,639	—	—	11,145	8,886	11,504	14,296	—	—
GED or equivalent	21,672	—	19,826	23,976	—	—	11,754	—	11,046	12,378	—	—
High school diploma	22,494	15,662	20,751	24,389	26,397	—	13,554	11,235	12,711	14,341	15,610	—
Some postsecondary*	27,279	18,819	23,256	26,299	31,373	35,018	16,449	13,002	14,945	16,528	18,045	20,301
Associate's degree	31,855	—	28,304	30,891	35,022	—	19,547	—	18,607	20,121	18,833	—
Bachelor's degree	38,115	—	29,825	36,227	38,585	45,180	23,592	—	21,341	21,111	25,308	28,522
Graduate degree	55,781	—	34,114	51,252	57,395	63,133	29,758	—	22,537	26,620	30,782	36,518

— Too few cases for a reliable estimate.

* Includes those who attended vocational schools, less than 2 years of college, and more than 2 years of college without earning a degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Table 31-2 Average weekly earnings of employed 25- to 64-year-olds in the previous year, by sex, literacy domain, literacy proficiency level, and highest level of education attained: 1992

Highest education level	Male						Female					
	Literacy level						Literacy level					
	Total	1	2	3	4	5	Total	1	2	3	4	5
Prose literacy												
Total	\$612	\$364	\$471	\$606	\$811	\$1,007	\$407	\$237	\$320	\$395	\$524	\$672
Grade 1-8	313	297	—	—	—	—	211	195	—	—	—	—
Grade 9-11	407	385	403	447	—	—	281	238	278	341	—	—
GED or equivalent	462	—	442	496	—	—	280	—	257	289	—	—
High school diploma	469	366	445	505	538	—	322	251	297	343	370	—
Some postsecondary*	570	408	508	559	674	—	387	274	350	380	431	—
Associate's degree	627	—	529	607	725	—	453	—	—	454	490	—
Bachelor's degree	764	—	606	736	785	883	558	—	519	501	583	656
Graduate degree	1,145	—	—	1,041	1,201	1,282	687	—	—	595	718	826
Document literacy												
Total	\$612	\$381	\$492	\$629	\$800	\$907	\$407	\$252	\$340	\$421	\$516	\$645
Grade 1-8	313	299	—	—	—	—	211	194	—	—	—	—
Grade 9-11	407	383	423	418	—	—	281	249	287	319	—	—
GED or equivalent	462	—	445	476	—	—	280	—	270	292	—	—
High school diploma	469	371	454	504	531	—	322	256	304	351	353	—
Some postsecondary*	570	467	499	578	632	—	387	329	356	387	424	—
Associate's degree	627	—	560	600	724	—	453	—	431	457	473	—
Bachelor's degree	764	—	682	755	776	819	558	—	512	538	584	628
Graduate degree	1,145	—	—	1,099	1,223	1,119	687	—	—	678	700	800
Quantitative literacy												
Total	\$612	\$343	\$468	\$595	\$767	\$964	\$407	\$251	\$338	\$411	\$509	\$675
Grade 1-8	313	300	—	—	—	—	211	192	—	—	—	—
Grade 9-11	407	345	429	455	—	—	281	234	292	332	—	—
GED or equivalent	462	—	418	502	—	—	280	—	273	291	—	—
High school diploma	469	349	437	503	524	—	322	265	301	344	366	—
Some postsecondary*	570	397	499	551	646	706	387	306	359	388	420	—
Associate's degree	627	—	543	587	711	—	453	—	391	473	448	—
Bachelor's degree	764	—	612	728	771	893	558	—	484	517	596	653
Graduate degree	1,145	—	—	1,033	1,194	1,264	687	—	—	627	702	868

— Too few cases for a reliable estimate.

* Includes those who attended vocational schools, less than 2 years of college, and more than 2 years of college without earning a degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Table 31-3 Unemployment rate of 25- to 64-year-olds, by sex, literacy domain, literacy proficiency level, and highest level of education attained: 1992

Highest education level	Male						Female					
	Literacy level						Literacy level					
	Total	1	2	3	4	5	Total	1	2	3	4	5
Prose literacy												
Total	8.3	14.9	11.5	6.4	4.1	2.3	8.5	17.3	12.7	6.7	4.0	2.3
Grade 1-8	20.3	19.8	21.4	—	—	—	11.3	12.4	7.6	—	—	—
Grade 9-11	12.4	14.0	12.2	11.3	—	—	17.8	22.6	16.4	14.4	—	—
GED or equivalent	16.7	—	20.6	14.0	—	—	11.1	—	16.6	7.3	—	—
High school diploma	8.2	11.3	10.7	5.7	5.1	—	9.3	18.6	12.2	6.1	4.5	—
Some postsecondary*	7.4	12.8	10.2	7.0	4.8	—	7.8	17.6	13.5	6.5	4.3	—
Associate's degree	5.5	—	2.5	4.1	7.1	—	5.3	—	7.1	6.2	3.8	—
Bachelor's degree	4.8	—	5.7	4.8	4.8	3.2	4.8	—	5.5	5.1	4.4	3.6
Graduate degree	1.3	—	—	1.3	0.9	0.4	2.4	—	—	5.4	1.4	0.7
Document literacy												
Total	8.3	13.9	11.2	6.7	3.9	2.8	8.5	17.9	10.4	6.6	3.4	3.3
Grade 1-8	20.3	17.5	28.2	—	—	—	11.3	11.9	9.1	—	—	—
Grade 9-11	12.4	14.1	11.8	11.5	—	—	17.8	23.1	15.3	14.1	—	—
GED or equivalent	16.7	—	19.8	13.8	—	—	11.1	19.4	13.2	6.0	—	—
High school diploma	8.2	10.7	9.7	6.4	5.8	—	9.3	20.0	10.2	5.7	3.6	—
Some postsecondary*	7.4	12.4	9.8	7.7	3.6	—	7.8	17.4	9.8	7.4	3.9	—
Associate's degree	5.5	—	5.8	5.3	5.6	—	5.3	—	7.2	6.5	2.7	—
Bachelor's degree	4.8	—	5.4	4.3	5.0	3.6	4.8	—	6.2	4.7	4.0	4.5
Graduate degree	1.3	—	3.0	0.9	1.2	0.6	2.4	—	1.4	5.7	1.0	0.4
Quantitative literacy												
Total	8.3	15.4	11.7	6.9	4.3	2.6	8.5	19.0	10.5	6.4	3.8	2.3
Grade 1-8	20.3	18.6	28.0	—	—	—	11.3	12.6	—	—	—	—
Grade 9-11	12.4	14.8	12.3	10.4	—	—	17.8	24.3	14.2	12.1	—	—
GED or equivalent	16.7	—	18.6	16.4	—	—	11.1	22.2	15.5	5.3	—	—
High school diploma	8.2	12.7	10.4	5.9	6.0	—	9.3	20.3	10.5	6.0	3.3	—
Some postsecondary*	7.4	13.4	11.1	7.3	4.7	2.6	7.8	17.9	10.3	7.5	3.8	3.0
Associate's degree	5.5	—	1.8	6.5	5.8	—	5.3	—	9.4	4.1	5.5	—
Bachelor's degree	4.8	—	4.4	5.2	4.6	3.8	4.8	—	3.7	5.7	4.3	2.8
Graduate degree	1.3	—	—	1.5	1.0	0.5	2.4	—	—	3.7	1.8	0.4

— Too few cases for a reliable estimate.

* Includes those who attended vocational schools, less than 2 years of college, and more than 2 years of college without earning a degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Table 31-4 Average number of weeks worked by employed 25- to 64-year-olds in the previous year, by sex, literacy domain, literacy proficiency level, and highest level of education attained: 1992

Highest education level	Male						Female					
	Literacy level						Literacy level					
	Total	1	2	3	4	5	Total	1	2	3	4	5
Prose literacy												
Total	49.0	46.9	48.6	49.4	50.0	50.1	48.0	45.5	47.5	48.4	48.5	49.2
Grade 1-8	46.3	46.0	—	—	—	—	44.7	44.6	—	—	—	—
Grade 9-11	47.6	47.0	46.9	49.8	—	—	45.8	43.5	46.5	47.6	—	—
GED or equivalent	48.1	—	48.3	48.1	—	—	47.3	—	48.0	46.9	—	—
High school diploma	49.1	46.8	48.8	49.8	50.7	—	48.1	47.5	48.1	48.4	47.9	—
Some postsecondary*	48.9	47.1	49.0	48.9	49.3	—	49.1	46.4	47.3	49.4	50.3	—
Associate's degree	51.0	—	50.6	51.0	51.1	—	49.3	—	—	50.0	49.0	—
Bachelor's degree	50.2	—	50.7	49.9	50.0	51.1	48.0	—	47.2	46.9	48.8	49.2
Graduate degree	49.2	—	—	48.3	49.9	49.0	47.1	—	—	47.7	46.3	48.5
Document literacy												
Total	49.0	47.0	48.7	49.4	50.0	49.9	48.0	46.3	47.7	48.3	48.5	49.2
Grade 1-8	46.3	46.0	—	—	—	—	44.7	44.8	—	—	—	—
Grade 9-11	47.6	47.4	46.6	49.5	—	—	45.8	44.8	46.1	47.3	—	—
GED or equivalent	48.1	—	48.3	47.8	—	—	47.3	—	47.1	46.9	—	—
High school diploma	49.1	46.7	49.1	49.7	50.5	—	48.1	48.1	48.3	48.2	47.3	—
Some postsecondary*	48.9	46.8	48.8	49.1	49.3	—	49.1	46.0	48.3	49.6	49.8	—
Associate's degree	51.0	—	50.9	51.2	50.7	—	49.3	—	—	49.5	48.6	—
Bachelor's degree	50.2	—	50.5	49.8	50.1	51.1	48.0	—	45.7	47.4	49.2	48.8
Graduate degree	49.2	—	—	48.7	50.0	49.0	47.1	—	—	46.5	46.6	48.9
Quantitative literacy												
Total	49.0	46.5	48.6	49.3	49.8	50.3	48.0	45.8	47.9	48.4	48.4	48.7
Grade 1-8	46.3	45.8	—	—	—	—	44.7	44.6	—	—	—	—
Grade 9-11	47.6	46.5	47.7	48.7	—	—	45.8	43.5	47.1	47.2	—	—
GED or equivalent	48.1	—	48.8	47.9	—	—	47.3	—	47.3	47.0	—	—
High school diploma	49.1	46.4	48.9	49.8	49.9	—	48.1	47.7	48.5	48.0	48.2	—
Some postsecondary*	48.9	47.1	48.2	49.2	49.1	49.9	49.1	46.8	47.8	49.6	49.9	—
Associate's degree	51.0	—	—	50.6	51.3	—	49.3	—	—	49.6	48.9	—
Bachelor's degree	50.2	—	49.7	49.6	50.4	50.8	48.0	—	46.5	47.6	48.8	49.1
Graduate degree	49.2	—	—	48.3	49.6	49.9	47.1	—	—	47.3	46.2	48.4

— Too few cases for a reliable estimate.

* Includes those who attended vocational schools, less than 2 years of college, and more than 2 years of college without earning a degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Table 31-5 Employment rate of 25- to 64-year-olds, by sex, literacy domain, literacy proficiency level, and highest level of education attained: 1992

Highest education level	Male						Female					
	Literacy level						Literacy level					
	Total	1	2	3	4	5	Total	1	2	3	4	5
Prose literacy												
Total	84.0	69.9	80.1	87.5	92.7	95.2	65.9	42.7	60.4	70.8	78.0	84.9
Grade 1-8	62.6	61.0	69.1	—	—	—	37.5	36.5	36.6	—	—	—
Grade 9-11	75.5	71.4	76.8	80.8	—	—	49.2	38.9	53.3	58.6	—	—
GED or equivalent	74.4	—	69.3	78.9	—	—	61.6	55.8	58.0	65.3	—	—
High school diploma	85.3	78.7	82.8	88.8	91.6	—	64.6	50.2	64.0	67.3	71.5	—
Some postsecondary*	86.0	71.3	81.8	87.1	92.0	—	70.7	47.3	63.7	73.5	75.9	86.7
Associate's degree	88.9	—	—	89.6	90.6	—	77.6	—	—	78.6	80.3	—
Bachelor's degree	90.6	—	83.4	90.1	92.1	95.6	76.6	—	72.8	73.8	78.6	82.9
Graduate degree	93.9	—	—	90.7	96.2	95.4	87.4	—	—	83.2	89.4	92.3
Document literacy												
Total	84.0	70.8	79.9	88.0	93.2	95.0	65.9	43.8	63.4	71.4	79.3	85.0
Grade 1-8	62.6	62.4	63.6	—	—	—	37.5	35.9	39.7	—	—	—
Grade 9-11	75.5	71.5	75.2	84.3	—	—	49.2	40.2	54.7	59.0	—	—
GED or equivalent	74.4	66.2	70.6	80.5	—	—	61.6	52.4	59.0	67.8	—	—
High school diploma	85.3	79.2	83.0	89.2	91.5	—	64.6	49.9	65.2	68.6	72.1	—
Some postsecondary*	86.0	71.5	82.9	86.1	93.1	95.9	70.7	51.3	67.2	71.5	79.6	85.9
Associate's degree	88.9	—	88.1	88.5	92.4	—	77.6	—	72.4	77.1	83.9	—
Bachelor's degree	90.6	—	82.9	90.4	92.6	95.7	76.6	—	73.3	76.1	77.9	84.6
Graduate degree	93.9	—	84.9	92.9	95.8	95.7	87.4	—	90.2	82.7	90.2	92.4
Quantitative literacy												
Total	84.0	69.5	80.0	86.7	91.6	93.7	65.9	43.3	63.5	71.8	77.6	83.4
Grade 1-8	62.6	61.9	63.2	—	—	—	37.5	35.5	41.5	—	—	—
Grade 9-11	75.5	71.5	76.1	78.9	—	—	49.2	39.1	57.2	58.4	—	—
GED or equivalent	74.4	—	68.3	78.9	—	—	61.6	54.1	54.9	68.5	—	—
High school diploma	85.3	77.4	83.4	88.4	89.6	—	64.6	51.0	64.3	68.9	70.6	—
Some postsecondary*	86.0	71.3	81.2	86.1	91.5	—	70.7	50.8	66.5	72.0	78.2	82.8
Associate's degree	88.9	—	—	87.5	91.1	—	77.6	—	71.7	82.3	75.1	—
Bachelor's degree	90.6	—	90.4	90.0	91.2	93.5	76.6	—	78.4	74.9	77.8	81.7
Graduate degree	93.9	—	—	91.0	95.3	94.7	87.4	—	85.4	86.2	88.5	92.4

— Too few cases for a reliable estimate.

* Includes those who attended vocational schools, less than 2 years of college, and more than 2 years of college without earning a degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Note on adult literacy proficiency levels and scale scores

For the National Adult Literacy Survey (NALS), literacy was defined based on three types of skills: prose, document, and quantitative literacy. Tasks were developed to measure these various literacy skills, and scales were created to report ability levels.

Tasks that measure each type of skill were assigned a difficulty value based on a scale that ranges from 0 to 500. The prose literacy scale contained 41 tasks with difficulty values that range from 149 to 468; the document literacy scale contained 81 tasks with difficulty values that range from 69 to 396; and the quantitative literacy scale contained 39 tasks with difficulty values that range from 191 to 436.

Literacy scale scores were placed on the same 0-500 scale by determining a person's ability to correctly answer questions of various difficulty values. The scores were then converted into proficiency levels that range from 1 through 5. Five divisions along the scales were created by making cutpoints 50 points apart along the continuous scale. A person's skill level was determined by first deriving a score based on the difficulty values of the questions answered correctly compared to the difficulty values of the questions answered incorrectly, and then mapping this score onto the proficiency levels. Adults included in level 1 were those who could consistently succeed at level 1 tasks, but not at level 2 tasks, as well as those who could not consistently succeed at level 1 tasks and those who were not literate enough in English to take the test at all. Adults in levels 2 through 4 were consistently able to succeed at tasks at their proficiency level, but not at tasks for the next more difficult level. Adults in level 5 were consistently able to succeed at level 5 tasks. Below is a description of the three literacy scales and the tasks required at each proficiency level:

Prose literacy. Prose refers to any written text such as editorials, news stories, poems, and fiction, and can be broken down into two types: expository prose and narrative prose. Expository prose consists of printed information that defines, describes, or informs, such as newspaper stories or written instructions. Narrative prose tells a story. Prose varies in its length, density, and structure (e.g., use of section headings or topic sentences for paragraphs). Prose literacy tasks include locating all the information requested, integrating information

from various parts of a passage of text, and writing new information related to the text.

Prose Level 1 (Difficulty values 0–225). Level 1 prose literacy tasks required a person to read a short passage of text and locate a single piece of information that is identical to or synonymous with the information given in the question. If plausible but incorrect information was present in the text, it tended not to be located near the correct information.

Prose Level 2 (Difficulty values 226–275). Prose literacy tasks at level 2 required a person to locate a single piece of information in the text, compare and contrast easily identifiable information based on criteria provided in the question, or integrate two or more pieces of information, when distractors were present or when low level inferences were required.

Prose Level 3 (Difficulty values 276–325). Prose literacy tasks at level 3 required a person to match literal or synonymous information in the text with that requested in the question, to integrate multiple pieces of information from dense or lengthy text, or to generate a response based on information that could be easily identified in the text. Distracting information was present, but was not located near the correct information.

Prose Level 4 (Difficulty values 326–375). Prose literacy tasks at level 4 required a person to search through text and match multiple features, and to integrate or synthesize multiple pieces of information from complex or lengthy passages. More complex inferences were required, and conditional information had to be taken into consideration for these tasks.

Prose Level 5 (Difficulty values 376–500). Prose literacy tasks at level 5 required a person to search through text and match multiple features contained in dense text with a number of plausible distractors, to compare and contrast complex information, or to generate new information making high-level inferences or using specialized background knowledge.

Document literacy. Documents are short forms or graphically displayed information found in everyday life, including job applications, payroll forms, transportation schedules, maps, tables, and

graphs. Document literacy tasks included locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form.

Document Level 1 (Difficulty values 0–225). Document literacy tasks at level 1 required a person to locate information based on a literal match to the question or to enter information from personal knowledge into a document. Little, if any, distracting information was present.

Document Level 2 (Difficulty values 226–275). Document literacy tasks at level 2 required the reader to match a piece of information either when several distractors were present or when low-level inferences were required. Tasks at this level also asked the reader to cycle through information in a document or to integrate information from various parts of a document.

Document Level 3 (Difficulty values 276–325). Document literacy tasks at level 3 required a person to integrate multiple pieces of information from one or more documents. Other tasks asked readers to cycle through complex tables or graphs and locate particular features. The displays contained information that was irrelevant or inappropriate to the task.

Document Level 4 (Difficulty values 326–372). Document literacy tasks at level 4 required a person to perform multiple-feature matches, cycle through documents, and integrate information, all of which required high-level inferences. Many of these tasks required readers to provide numerous responses but did not designate how many responses were needed. Conditional information was also present in the tasks at this level and had to be taken into account by the reader.

Document Level 5 (Difficulty values 376–500). Document literacy tasks at level 5 required a person to search through complex displays that contained multiple distractors, to make high-level text-based inferences, and to use specialized knowledge. Tasks required readers to integrate information, compare and contrast data points and to summarize the results.

Quantitative literacy. Quantitative information may be displayed visually in graphs or charts or in numerical form using whole numbers, fractions, decimals, percentages, or time units (hours and minutes). These quantities appeared in both prose

and document form. Quantitative literacy refers to locating quantities, integrating information from various parts of a document, determining the necessary arithmetic operation, and performing that operation. Quantitative literacy tasks included balancing a checkbook, completing an order form, and determining the amount of interest paid on a loan.

Quantitative Level 1 (Difficulty values 0–225). Quantitative literacy tasks at level 1 required a person to perform single, relatively simple arithmetic operations, such as addition, when the question included the numbers to be used and the arithmetic operation to be performed.

Quantitative Level 2 (Difficulty values 226–275). Quantitative literacy tasks at level 2 required a person to locate numbers by matching the required information with that given, infer the necessary arithmetic operation, or perform an arithmetic operation when the tasks specified the numbers and the operation to be performed. The quantities could be easily located in the text, and the operation could be determined from the format of the material.

Quantitative Level 3 (Difficulty levels 276–325). Quantitative literacy tasks at level 3 required a person to locate numbers by matching the required information with that given, infer the necessary arithmetic operation, and perform arithmetic operations on two or more numbers, or to solve a problem, when the numbers must be located in the text or document. The required operation(s) could be determined from the arithmetic-relation terms used in the question.

Quantitative Level 4 (Difficulty values 326–375). Quantitative literacy tasks at level 4 required a person to perform two or more sequential arithmetic operations or a single arithmetic operation, when the quantities could be found in different displays, or when the operations had to be inferred from semantic information given or drawn from prior knowledge.

Quantitative Level 5 (Difficulty values 376–500). Quantitative literacy tasks at level 5 required a person to perform multiple arithmetic operations sequentially, when the features of the problem had to be extracted from text or when background knowledge was required to determine the quantities or operations needed.

Table 32-1 Percentage of 25- to 34-year-olds receiving income from AFDC or public assistance, by years of schooling completed, sex, race/ethnicity, and region: 1972-92

Year	Years of schooling completed					
	All levels	Less than 9 years	9-11 years	12 years	13-15 years	16 years or more
Sex						
Male						
1972	1.9	5.9	3.6	1.6	1.0	0.6
1973	1.5	6.0	3.2	1.2	1.1	0.3
1974	1.8	6.1	4.5	1.4	1.0	0.8
1975	1.2	4.7	3.4	0.9	1.1	—
1976	1.4	4.4	4.1	1.2	1.3	0.2
1977	1.3	4.7	3.7	1.4	0.4	0.3
1978	1.3	5.2	4.2	1.2	0.9	0.2
1979	1.3	5.1	4.6	1.1	0.6	0.3
1980	1.4	4.2	2.8	1.6	1.3	0.3
1981	1.5	4.3	5.0	1.6	1.0	0.2
1982	1.4	3.9	4.7	1.7	0.6	0.2
1983	1.5	3.9	5.4	1.5	1.1	0.2
1984	1.6	4.6	5.3	1.7	0.9	0.3
1985	1.4	4.8	4.9	1.3	1.0	0.2
1986	1.2	2.2	4.3	1.1	0.6	0.3
1987	1.3	4.5	2.9	1.3	1.1	0.1
1988	1.0	4.9	3.0	1.0	0.6	—
1989	1.2	2.3	4.3	1.2	0.6	0.2
1990	1.0	2.1	3.8	0.9	0.4	0.3
1991	1.1	2.3	2.7	1.0	0.8	0.4
1992	1.4	2.6	4.6	1.4	0.9	0.2
Female						
1972	6.1	17.9	14.7	4.6	2.2	—
1973	6.3	18.2	15.7	4.9	2.3	0.9
1974	6.8	24.0	17.1	4.8	3.1	0.8
1975	6.0	17.7	16.9	5.2	1.9	0.6
1976	6.2	17.0	18.5	5.2	2.9	0.7
1977	6.6	18.3	18.4	5.9	4.0	0.4
1978	6.4	16.7	19.0	5.6	4.3	0.5
1979	6.5	19.8	19.8	5.9	3.7	0.9
1980	7.0	19.9	21.1	6.8	3.8	0.6
1981	7.1	18.6	20.9	7.1	4.5	0.8
1982	6.5	15.7	22.4	6.6	3.6	0.3
1983	6.8	20.1	23.2	6.8	3.9	0.4
1984	6.9	22.9	24.2	6.4	3.8	1.2
1985	7.0	20.1	23.1	7.4	4.2	0.5
1986	7.2	22.5	24.2	7.6	4.1	0.3
1987	7.0	22.5	23.8	7.4	3.7	0.4
1988	6.9	18.8	26.0	7.2	3.6	0.4
1989	6.7	16.7	23.8	6.9	4.1	0.7
1990	7.8	16.7	26.3	8.7	4.4	0.6
1991	8.8	22.3	29.5	10.1	5.2	0.6
1992	8.8	19.6	30.1	9.9	6.1	0.8

Table 32-1 Percentage of 25- to 34-year-olds receiving income from AFDC or public assistance, by years of schooling completed, sex, race/ethnicity, and region: 1972-92—Continued

Year	Years of schooling completed					
	All levels	Less than 9 years	9-11 years	12 years	13-15 years	16 years or more
Race/ethnicity						
White						
1972	2.4	7.3	6.0	2.2	0.9	0.4
1973	2.3	9.3	5.6	2.1	1.4	0.5
1974	2.9	12.2	8.0	2.4	1.5	0.7
1975	2.3	7.7	7.0	2.4	1.1	0.3
1976	2.3	6.9	7.5	2.3	1.5	0.4
1977	2.4	8.5	8.0	2.6	1.2	0.3
1978	2.2	8.5	7.7	2.3	1.6	0.2
1979	2.3	9.1	7.9	2.5	1.2	0.5
1980	2.7	9.1	8.5	3.2	1.6	0.3
1981	2.6	7.7	9.5	2.9	2.0	0.3
1982	2.4	7.3	10.3	2.6	1.1	0.2
1983	2.5	9.8	10.7	2.6	1.6	0.1
1984	2.6	10.2	10.6	2.7	1.4	0.5
1985	2.6	10.8	9.5	3.1	1.3	0.3
1986	2.8	10.6	11.2	2.9	2.0	0.2
1987	2.4	9.3	7.8	2.9	1.7	0.2
1988	2.4	11.0	9.2	2.8	1.2	0.1
1989	2.4	9.1	8.5	2.9	1.4	0.3
1990	2.7	9.6	10.6	3.2	1.7	0.3
1991	3.4	12.5	11.9	4.0	2.4	0.4
1992	3.4	11.3	11.3	4.0	2.9	0.4
Black						
1972	15.0	24.1	23.2	12.2	7.7	0.0
1973	14.5	23.1	25.9	12.1	4.3	—
1974	13.9	27.5	25.0	10.7	7.2	2.7
1975	13.0	24.3	27.8	10.0	5.2	0.0
1976	13.8	22.8	27.0	11.4	7.3	1.8
1977	13.8	24.0	26.4	12.4	8.4	—
1978	14.6	23.2	28.1	12.4	10.6	2.0
1979	13.5	26.3	26.8	12.0	8.1	1.9
1980	13.4	24.7	25.3	12.9	7.9	1.7
1981	14.6	27.2	29.1	14.9	8.0	2.5
1982	12.8	14.6	25.8	13.6	8.2	1.3
1983	13.4	19.2	26.8	13.4	8.2	2.5
1984	14.0	27.3	30.3	12.6	8.8	3.9
1985	12.6	15.0	30.7	11.7	9.7	1.0
1986	11.4	21.5	25.7	11.8	5.0	1.6
1987	13.0	30.1	28.5	12.4	7.3	—
1988	12.3	32.2	28.9	11.6	7.1	1.1
1989	11.8	16.9	30.3	10.9	7.3	1.9
1990	13.1	15.8	30.9	13.0	6.9	2.7
1991	12.4	18.9	28.6	13.1	6.2	—
1992	13.7	18.3	35.6	13.2	8.3	1.5

Table 32-1 Percentage of 25- to 34-year-olds receiving income from AFDC or public assistance, by years of schooling completed, sex, race/ethnicity, and region: 1972-92—Continued

Year	Years of schooling completed					
	All levels	Less than 9 years	9-11 years	12 years	13-15 years	16 years or more
Hispanic						
1972	8.2	14.4	9.6	3.4	3.8	—
1973	8.2	11.1	16.2	5.5	2.1	0.0
1974	9.3	16.2	14.2	3.8	2.3	—
1975	6.9	12.9	10.6	3.4	1.9	0.0
1976	8.5	13.7	15.0	4.7	2.2	—
1977	8.6	12.5	13.1	6.6	4.0	—
1978	7.8	9.8	13.7	6.9	3.5	—
1979	7.8	11.5	15.1	5.4	2.5	0.0
1980	7.1	9.9	14.2	4.5	3.8	—
1981	6.8	9.1	13.3	5.0	2.8	2.5
1982	7.2	9.9	14.2	5.4	3.7	—
1983	7.4	9.2	15.5	5.2	4.1	1.5
1984	7.2	11.6	10.6	5.7	3.3	2.0
1985	7.6	12.2	13.2	5.2	3.5	0.8
1986	7.0	10.5	10.6	6.8	2.9	—
1987	6.6	11.2	10.7	5.9	2.4	0.9
1988	6.1	7.5	14.0	4.8	2.3	1.0
1989	5.6	5.7	12.0	4.4	4.0	1.0
1990	6.5	7.6	13.2	5.3	2.9	0.8
1991	7.6	9.6	15.1	6.0	4.0	—
1992	7.3	7.6	15.0	7.2	3.6	0.6
Region						
Northeast						
1972	5.7	18.1	15.2	4.5	1.1	0.4
1973	5.1	17.5	15.4	3.7	0.7	0.8
1974	5.4	18.8	15.8	3.7	2.6	1.3
1975	4.7	16.4	15.5	3.9	2.3	—
1976	4.9	14.6	19.7	3.4	2.7	0.6
1977	5.1	19.3	17.5	4.1	2.9	0.7
1978	4.8	18.4	19.6	3.9	2.7	0.3
1979	5.5	21.8	20.7	5.0	2.5	0.5
1980	5.5	19.1	14.8	6.3	3.3	0.5
1981	5.6	18.2	20.8	5.4	4.0	0.8
1982	5.1	17.6	24.0	4.5	2.2	0.3
1983	5.3	20.8	20.0	5.9	2.4	0.3
1984	6.1	28.0	25.8	5.9	2.8	0.7
1985	5.5	31.2	23.4	5.2	3.1	0.4
1986	4.8	19.6	19.1	5.3	2.6	0.2
1987	4.5	23.2	16.3	4.9	2.4	0.4
1988	4.4	19.3	19.5	4.4	2.7	0.3
1989	4.3	13.1	18.4	5.0	1.9	0.6
1990	5.3	14.5	24.3	5.5	3.5	0.4
1991	5.8	16.3	22.8	6.6	3.4	0.6
1992	6.1	19.1	22.6	7.0	4.5	0.6

Table 32-1 Percentage of 25- to 34-year-olds receiving income from AFDC or public assistance, by years of schooling completed, sex, race/ethnicity, and region: 1972-92—Continued

Year	Years of schooling completed					
	All levels	Less than 9 years	9-11 years	12 years	13-15 years	16 years or more
Midwest						
1972	3.7	9.1	10.0	3.1	1.6	—
1973	3.7	13.8	10.3	3.0	1.8	0.4
1974	4.1	21.3	10.5	3.2	1.6	0.7
1975	4.0	13.6	12.5	3.9	1.7	0.3
1976	4.0	15.5	11.7	4.2	1.9	0.3
1977	4.0	10.9	12.6	4.6	1.8	0.2
1978	4.0	13.6	13.4	3.5	2.9	0.4
1979	4.2	18.2	15.0	3.8	2.1	0.5
1980	5.1	15.4	17.2	5.0	3.2	0.8
1981	5.0	12.5	16.9	5.4	3.6	0.3
1982	5.4	13.3	20.2	5.8	3.5	—
1983	5.9	18.2	22.5	5.7	4.0	0.7
1984	6.0	20.7	21.8	5.9	3.4	1.1
1985	5.7	14.3	17.4	6.5	3.4	0.3
1986	5.7	25.9	19.3	5.5	3.7	0.5
1987	5.4	21.6	17.6	5.7	3.2	—
1988	5.0	18.2	16.4	5.5	2.6	0.2
1989	4.8	12.4	17.7	4.8	3.3	0.4
1990	5.5	16.3	19.0	5.9	3.1	0.5
1991	5.7	15.0	19.6	6.2	4.2	0.3
1992	5.9	11.1	22.0	6.5	4.2	0.5
South						
1972	2.8	9.1	5.7	1.9	0.6	0.0
1973	2.9	8.8	6.5	2.3	0.7	—
1974	3.6	12.3	8.6	2.3	1.0	0.3
1975	2.7	9.3	8.0	1.6	0.7	0.0
1976	2.9	6.9	9.2	2.1	0.9	0.2
1977	3.0	8.9	9.1	2.4	1.0	—
1978	3.2	9.2	9.2	2.7	1.5	—
1979	2.7	7.8	7.6	2.3	1.7	0.2
1980	2.8	8.4	8.3	2.6	1.1	0.2
1981	2.8	8.5	8.8	2.5	1.2	0.2
1982	2.4	5.7	6.5	2.6	1.0	—
1983	2.6	7.7	8.1	2.3	1.4	—
1984	2.6	7.9	6.5	2.3	1.9	0.5
1985	2.6	6.0	8.9	2.3	1.8	0.1
1986	2.9	8.5	9.3	2.6	1.1	0.3
1987	3.2	9.6	8.8	3.6	1.2	—
1988	3.2	9.1	9.3	3.1	1.7	0.3
1989	2.8	7.0	9.1	2.5	1.9	0.1
1990	3.4	5.7	10.2	3.8	1.6	0.2
1991	3.9	9.1	11.5	4.6	1.7	0.1
1992	4.2	7.8	13.6	4.5	2.3	0.5

Table 32-1 Percentage of 25- to 34-year-olds receiving income from AFDC or public assistance, by years of schooling completed, sex, race/ethnicity, and region: 1972-92—Continued

Year	Years of schooling completed					
	All levels	Less than 9 years	9-11 years	12 years	13-15 years	16 years or more
West						
1972	4.5	11.8	10.9	4.2	2.8	1.3
1973	4.6	7.9	12.9	4.7	3.4	1.1
1974	4.6	9.4	15.3	4.7	2.9	1.1
1975	3.5	7.1	10.2	4.9	1.5	0.7
1976	4.1	12.1	10.5	4.8	3.0	0.7
1977	4.0	9.9	11.4	5.3	2.9	0.4
1978	3.9	5.1	11.7	5.1	3.1	0.6
1979	4.0	9.0	12.3	5.1	2.4	1.1
1980	4.1	9.6	15.1	4.6	3.0	0.3
1981	4.6	11.7	13.5	5.9	2.7	0.8
1982	3.8	8.6	14.2	4.9	1.9	0.5
1983	3.6	7.8	14.8	3.9	2.4	0.2
1984	3.3	9.4	14.8	3.3	1.7	0.7
1985	3.9	8.2	12.4	4.5	2.7	0.7
1986	4.1	6.9	13.1	5.4	2.7	0.1
1987	3.8	10.1	10.8	3.7	3.3	0.4
1988	3.9	8.7	15.8	4.1	1.8	—
1989	4.5	7.8	14.1	4.9	2.7	0.7
1990	4.0	7.0	13.9	4.0	2.4	0.8
1991	5.1	10.4	15.0	5.3	3.9	1.0
1992	4.8	8.3	14.4	4.9	4.3	0.3

— Too few cases for a reliable estimate.

NOTE: Beginning in 1992, the Current Population Survey changed the questions used to obtain the educational attainment of respondents. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 33-1 Percentage of adult population 25 years and older who reported volunteering for various organizations in the past 12 months, by level of education: 1992

Organizations volunteers worked for in last 12 months	Total	No postsecondary education	Some postsecondary education
Organizations			
Religious	28.0	20.4	36.8
Informal ¹	24.3	17.6	32.0
Education	16.4	7.9	26.1
Youth	14.3	7.9	21.6
Health	12.7	6.6	19.7
Human services	12.2	7.9	17.4
Environment	8.5	4.8	12.7
Work-related	7.3	3.7	11.5
Public/society benefit ²	6.5	2.5	11.1
Recreation (adults)	6.4	3.8	9.3
Arts/culture/humanities	6.2	2.6	10.4
Political	5.1	2.7	7.8
Private/community foundations	2.3	1.6	3.1
International/foreign	2.2	0.8	3.8

¹ Volunteering informally is defined as helping a neighbor, friend, or organization on an ad hoc basis, spending time caring for an elderly person, or baby-sitting children of a friend, but not as part of an organized group or for pay.

² Volunteering for a public or society benefit organization includes civil rights work, community and social action, advocacy (e.g., minority and women's equity issues); community improvement, community capacity planning; science; technology; technical assistance; volunteerism; philanthropy; charity between groups, e.g., Rotary, Kiwanis, etc.; consumer organizations, advocacy organizations, such as nuclear freeze, antipoverty boards, etc.

SOURCE: Biennial Gallup Survey on Giving and Volunteering (1992), sponsored by the Independent Sector.

Description of source and definitions for community service, volunteering, and giving

Source Information

Data are from a national survey of 2,671 adult Americans commissioned by the Independent Sector and conducted by the Gallup Organization.¹ This is the third in a series of similar surveys conducted biennially beginning in 1988 to determine giving and volunteer behavior for all Americans. The sampling procedure is designed to produce an approximation of the adult civilian population, 18 years and older, living in the United States. The sample included oversamples of blacks, Hispanics, and affluent Americans (household incomes greater than \$60,000) in order to have enough respondents to carry out statistically reliable analyses of these groups.

The sample design is a replicated, multi-stage area probability sample down to the block level in urban areas, and to segments of townships in rural areas. Within each stratum (regions within size-of-community strata), the population is arrayed in geographic order and zoned into equal-sized groups of sampling units. Pairs of localities are selected in each zone, with probability of selection proportional to population size in the 1980 census, producing two replicated samples of localities. Within each subdivision, a sample of blocks or block clusters are drawn. In each cluster of blocks, a randomly selected starting point is designated on the interviewer's map of the area. From this point, interviewers follow a given direction in the selection of households until their assignment is complete.

The data are weighted in four stages: correcting for underrepresentation of persons difficult to find at home; corrections for oversamples; demographic and post-stratification adjustments based on the Current Population Survey (CPS); and a final adjustment also based on CPS estimates to ensure that the various demographic categories oversampled for this survey were represented in their appropriate proportions.

Definitions

Volunteering: The measures of volunteering were based on the responses of individuals who were given a list of organizations and types of volunteer work and were asked about their own activities that "in some way helped others for no monetary pay" in the past 12 months. They were also asked about the total number of hours they volunteered in the last month and total hours volunteered in the past week. The average hours per week per volunteer were calculated on an annual basis by multiplying the average hours volunteered monthly by the percentage of persons volunteering monthly to those volunteering annually divided by 4.33 weeks per month.

Giving: The amount of contributions to charitable organizations were based on responses about household contributions (as opposed to individual contributions) where respondents were asked a number of questions about the amount of household income they contributed to various religious and other organizations "not with the intention of making a profit, or obtaining goods or services for yourself."

Postsecondary education: This refers to any education beyond high school and includes 7 percent of the population who reported attending technical, trade, or business school. About 20 percent of the population were college graduates.

NOTES:

¹ Some of the data presented for this indicator are from a published report by the Independent Sector, *Giving and Volunteering 1992: Findings from a National Survey*, Washington, D.C., 1992.

Table 34-1 Percentage of new doctoral recipients with definite employment plans in the United States who had job commitments in higher education, by field of study: Years of doctorate 1970–93

Field of study	1970	1971	1972	1973	1974	1975	1976	1977
All fields¹	68.1	69.3	67.7	65.0	62.6	60.4	60.5	58.8
Humanities and social/behavioral sciences	86.4	85.3	83.3	80.7	78.3	75.5	73.8	71.6
Humanities	96.1	94.4	94.0	93.3	91.0	89.3	90.0	87.4
Social and behavioral sciences	80.3	79.7	76.6	73.2	71.2	68.7	66.0	63.9
Natural and computer sciences and engineering	46.6	50.5	48.4	45.5	41.4	39.2	42.8	40.5
Natural sciences	56.4	61.1	60.9	57.2	53.2	47.7	51.9	48.7
Life sciences	70.9	73.2	68.8	68.4	66.0	61.7	61.7	63.3
Physical sciences	38.2	41.9	45.5	38.0	32.3	25.8	31.6	29.8
Mathematics	80.3	85.7	78.7	77.6	77.1	74.3	77.8	72.6
Computer sciences and engineering	28.6	31.3	27.0	25.3	21.1	24.9	27.0	27.0
Computer sciences	—	—	—	—	—	—	—	50.0
Engineering	28.6	31.3	27.0	25.3	21.1	24.9	27.0	26.7
Technical/professional	71.6	69.0	66.4	63.3	62.2	60.3	59.0	58.7
Education	70.9	67.6	63.5	60.2	58.5	56.4	54.7	54.5
Other technical/professional ²	73.9	73.3	75.8	71.8	72.0	70.3	70.8	69.7

Field of study	1978	1979	1980	1981	1982	1983	1984	1985
All fields¹	56.9	55.1	52.6	51.4	50.3	51.7	50.7	50.6
Humanities and social/behavioral sciences	69.1	65.7	62.7	61.8	61.8	62.5	60.2	61.0
Humanities	85.3	82.3	80.7	82.3	82.7	84.4	81.9	81.9
Social and behavioral sciences	61.3	58.2	54.6	52.8	52.5	52.5	50.2	51.1
Natural and computer sciences and engineering	38.6	36.8	35.2	34.2	33.3	38.0	36.9	36.9
Natural sciences	45.1	41.7	39.4	36.4	36.1	38.9	38.8	39.6
Life sciences	61.4	59.3	53.8	55.0	50.3	49.9	45.1	50.3
Physical sciences	24.9	22.2	20.1	16.8	19.2	23.1	22.5	23.4
Mathematics	71.4	70.8	72.1	70.3	74.6	77.2	79.4	76.4
Computer sciences and engineering	27.5	29.1	28.4	30.6	28.6	36.7	34.1	33.2
Computer sciences	60.6	53.2	47.4	52.7	50.4	53.6	50.3	54.2
Engineering	25.6	26.6	26.5	28.0	26.2	34.4	31.7	30.6
Technical/professional	57.4	57.8	55.2	53.4	52.1	51.7	51.9	51.4
Education	52.5	52.6	50.0	48.2	45.9	45.0	43.9	42.8
Other technical/professional ²	68.6	69.8	68.2	65.8	65.6	66.3	68.6	68.3

Field of study	1986	1987	1988	1989	1990	1991	1992	1993
All fields¹	50.3	51.9	51.9	52.7	51.9	52.2	51.8	51.9
Humanities and social/behavioral sciences	58.4	61.1	61.2	63.2	63.9	64.6	64.6	65.3
Humanities	80.4	84.8	82.7	83.1	84.9	84.9	85.3	86.0
Social and behavioral sciences	48.9	49.2	50.9	53.2	52.8	53.8	52.6	53.4
Natural and computer sciences and engineering	35.9	37.6	38.4	37.9	34.1	34.4	32.8	33.5
Natural sciences	36.6	37.7	40.0	39.6	37.5	39.3	39.5	39.6
Life sciences	45.8	44.7	49.8	49.2	47.1	48.2	45.2	45.4
Physical sciences	20.6	24.4	23.3	21.6	20.8	20.8	22.0	22.3
Mathematics	76.5	75.4	81.5	82.5	81.1	79.1	77.4	73.6
Computer sciences and engineering	35.0	37.5	36.9	36.3	31.0	29.8	26.7	27.8
Computer sciences	51.3	68.5	58.9	64.9	57.1	49.6	42.1	47.2
Engineering	32.6	32.1	32.8	30.6	26.0	25.8	23.5	23.5
Technical/professional	52.8	53.6	53.4	55.0	54.5	54.7	54.1	53.1
Education	45.0	45.0	44.4	46.0	46.8	46.7	46.9	44.8
Other technical/professional ²	68.5	69.6	69.4	70.2	68.9	68.5	67.0	68.1

— Data not collected as a separate field of study.

¹ Includes those for whom field of study was unknown.² Primarily composed of agricultural sciences, business and management, communications, health sciences, and other occupationally oriented fields.

NOTE: Only new doctoral recipients with definite employment commitments in the United States are reported here. A "definite commitment" is defined as a signed contract, acceptance of a formal offer, etc. Employment in higher education includes positions in 4-year colleges or universities, medical schools, and junior or community colleges with the exception of postdoctoral fellowships.

SOURCE: National Research Council, Survey of Earned Doctorates, Doctorate Records File, various years.

Table 34-2 Number of new doctoral recipients with definite employment plans in the United States who had job commitments in higher education, by field of study: Years of doctorate 1970-93

Field of study	1970	1971	1972	1973	1974	1975	1976	1977
All fields¹	11,537	12,306	11,917	11,626	10,414	10,135	9,761	8,896
Humanities and social/behavioral sciences	5,071	5,468	5,441	5,349	4,721	4,524	4,193	3,756
Humanities	2,169	2,299	2,350	2,315	1,962	1,764	1,655	1,498
Social and behavioral sciences	2,902	3,169	3,091	3,034	2,759	2,760	2,538	2,258
Natural and computer sciences and engineering	2,711	2,721	2,346	2,162	1,792	1,638	1,611	1,471
Natural sciences	2,126	2,125	1,861	1,721	1,458	1,249	1,240	1,105
Life sciences	786	800	691	733	616	496	497	431
Physical sciences	723	686	607	495	398	317	336	334
Mathematics	617	639	563	493	444	436	407	340
Computer sciences and engineering	585	596	485	441	334	389	371	366
Computer sciences	—	—	—	—	—	—	—	—
Engineering	585	596	485	441	334	389	371	358
Technical/professional	3,731	4,099	4,125	4,105	3,888	3,967	3,936	3,663
Education	2,786	2,998	3,000	2,860	2,644	2,686	2,681	2,462
Other technical/professional ²	945	1,101	1,125	1,245	1,244	1,281	1,255	1,201

Field of study	1978	1979	1980	1981	1982	1983	1984	1985
All fields¹	8,260	8,133	7,911	7,725	7,278	7,189	6,770	6,792
Humanities and social/behavioral sciences	3,427	3,237	3,056	3,084	2,836	2,808	2,548	2,567
Humanities	1,380	1,262	1,225	1,262	1,178	1,186	1,091	1,114
Social and behavioral sciences	2,047	1,975	1,831	1,822	1,658	1,622	1,457	1,453
Natural and computer sciences and engineering	1,350	1,394	1,326	1,297	1,249	1,328	1,263	1,307
Natural sciences	998	968	911	857	847	815	785	815
Life sciences	402	407	363	364	324	290	255	299
Physical sciences	277	273	245	218	259	274	248	267
Mathematics	319	288	303	275	264	251	282	249
Computer sciences and engineering	352	426	415	440	402	513	478	492
Computer sciences	43	74	63	79	68	90	91	90
Engineering	309	352	352	361	334	423	387	402
Technical/professional	3,474	3,493	3,525	3,330	3,183	3,048	2,954	2,909
Education	2,211	2,237	2,264	2,115	1,928	1,813	1,693	1,608
Other technical/professional ²	1,263	1,256	1,261	1,215	1,255	1,235	1,261	1,301

Field of study	1986	1987	1988	1989	1990	1991	1992	1993
All fields¹	6,746	6,731	6,986	7,328	7,547	7,967	8,059	7,740
Humanities and social/behavioral sciences	2,479	2,529	2,629	2,718	2,969	3,127	3,189	3,118
Humanities	1,030	1,176	1,153	1,194	1,363	1,423	1,551	1,499
Social and behavioral sciences	1,449	1,353	1,476	1,524	1,606	1,704	1,638	1,619
Natural and computer sciences and engineering	1,234	1,251	1,399	1,476	1,366	1,440	1,357	1,311
Natural sciences	700	658	718	766	716	795	782	751
Life sciences	244	219	255	280	246	275	275	273
Physical sciences	221	243	234	227	226	225	219	207
Mathematics	235	196	229	259	244	295	288	271
Computer sciences and engineering	534	593	681	710	650	645	575	560
Computer sciences	101	161	168	211	192	180	155	174
Engineering	433	432	513	499	458	465	420	386
Technical/professional	3,022	2,932	2,944	3,117	3,194	3,387	3,501	3,306
Education	1,717	1,598	1,568	1,643	1,787	1,841	1,952	1,796
Other technical/professional ²	1,305	1,334	1,376	1,474	1,407	1,546	1,549	1,510

— Data not collected as a separate field of study.

¹ Includes those for whom field of study was unknown.

² Principally composed of agricultural sciences, business and management, communications, health sciences, and other occupationally oriented fields.

NOTE: Only new doctoral recipients with definite employment commitments in the United States are reported here. A "definite commitment" is defined as a signed contract, acceptance of a formal offer, etc. Employment in higher education includes positions in 4-year colleges or universities, medical schools, and junior or community colleges with the exception of postdoctoral fellowships.

SOURCE: National Research Council, Survey of Earned Doctorates, Doctorate Records File, various years.

Table 34-3 Number of new doctoral recipients, by postgraduate plans: Year of doctorate 1970–93

Year of doctorate	Total number of doctorates ²	Doctorates with definite postgraduation commitments				
		Total with plans ³	With plans in the United States ¹		Outside United States	Location unknown
			Postdoctoral study	Employment		
1970	29,498	22,596	2,934	16,931	1,864	810
1971	31,867	23,867	3,119	17,759	2,176	687
1972	33,041	23,902	3,272	17,605	2,317	521
1973	33,755	24,091	3,335	17,881	2,182	573
1974	33,047	22,283	2,920	16,624	2,103	529
1975	32,951	22,924	3,344	16,767	2,077	558
1976	32,946	22,503	3,497	16,147	2,059	618
1977	31,716	21,345	3,438	15,128	1,913	716
1978	30,875	20,849	3,623	14,510	1,808	805
1979	31,237	21,411	3,711	14,770	1,927	865
1980	31,020	21,919	3,824	15,035	1,867	1,132
1981	31,353	21,888	3,700	15,036	1,981	1,122
1982	31,096	21,422	3,688	14,457	2,041	1,206
1983	31,216	21,163	3,797	13,873	2,086	1,380
1984	31,277	20,757	3,958	13,346	1,966	1,451
1985	31,297	20,953	4,005	13,420	2,089	1,389
1986	31,895	21,297	4,304	13,416	2,113	1,400
1987	32,364	21,360	4,629	12,960	2,087	1,608
1988	33,490	22,202	4,979	13,472	2,107	1,547
1989	34,319	22,811	4,984	13,893	2,188	1,687
1990	36,027	23,299	5,040	14,539	2,645	1,007
1991	37,517	24,210	5,620	15,255	2,870	365
1992	38,853	24,781	5,920	15,554	3,014	139
1993	39,754	24,404	6,096	14,922	3,140	114

¹ Those with unknown type of plans are not shown.

² Due to differences in survey design, the total number of doctorates reported by the Survey of Earned Doctorates differs from that obtained from the U.S. Department of Education's IPEDS/HEGIS surveys of degrees conferred.

³ Includes those with unknown type of plans in the United States.

NOTE: A "definite commitment" is defined as a signed contract, acceptance of a formal offer, etc. Data for 1985–88 from previously published figures.

SOURCE: National Science Foundation, *Science and Engineering Doctorates: 1960–90*, table 15, and earlier editions (based on the Survey of Earned Doctorates, Doctorate Records File).

Table 34-4 Percentage of new doctoral recipients with definite employment plans in the United States, by postdoctoral employer: Year of doctorate: 1970-93

Year of doctorate	Total with definite employment plans in U.S.	Colleges/universities	Elementary/secondary schools	Federal government	State/local government	Nonprofit agencies	Industry/business	Self-employed	Other/unknown
1970	100.0	68.1	4.4	5.2	2.9	3.5	14.8	0.5	0.6
1971	100.0	69.3	5.5	6.2	3.5	3.3	11.4	0.4	0.4
1972	100.0	67.7	7.1	7.4	3.7	3.7	9.4	0.5	0.4
1973	100.0	65.0	7.6	6.7	4.3	4.5	10.8	0.5	0.5
1974	100.0	62.6	7.6	6.5	5.0	4.9	12.2	0.7	0.4
1975	100.0	60.4	8.3	7.2	5.2	5.3	12.4	0.8	0.4
1976	100.0	60.5	9.4	6.7	5.6	5.6	10.9	0.9	0.4
1977	100.0	58.8	8.9	6.9	6.0	6.0	12.0	1.1	0.3
1978	100.0	56.9	8.7	6.3	5.8	6.7	14.0	1.2	0.3
1979	100.0	55.1	8.4	6.5	6.2	6.6	15.5	1.3	0.4
1980	100.0	52.6	9.8	6.4	6.0	7.1	16.3	1.5	0.3
1981	100.0	51.4	9.8	6.1	6.4	6.7	17.4	1.9	0.4
1982	100.0	50.3	9.8	5.1	5.8	7.3	19.0	2.3	0.4
1983	100.0	51.7	10.3	5.5	5.3	7.2	17.3	2.4	0.3
1984	100.0	50.7	10.6	6.2	5.4	7.6	16.8	2.3	0.3
1985	100.0	50.6	10.0	5.5	5.8	7.6	18.0	2.1	0.4
1986	100.0	50.3	10.1	5.4	5.6	7.6	18.2	2.5	0.4
1987	100.0	51.9	10.2	5.5	4.8	7.6	17.1	2.2	0.6
1988	100.0	51.9	10.2	5.6	4.4	7.5	17.8	2.2	0.5
1989	100.0	52.7	9.2	5.4	4.8	7.0	18.5	2.1	0.3
1990	100.0	51.9	9.8	5.4	3.5	6.7	18.8	2.9	1.0
1991	100.0	52.2	10.1	5.1	3.5	6.8	18.3	2.8	1.2
1992	100.0	51.8	10.2	5.3	3.5	6.8	17.8	3.0	1.5
1993	100.0	51.9	10.8	5.4	3.7	6.0	17.3	3.0	1.9

SOURCE: National Research Council, Survey of Earned Doctorates, Doctorate Records File, various years.

Table 35-1 Elementary and secondary school enrollment, by control and level of school, with projections: Fall 1970 to fall 2005 (in thousands)

Year	Total	Public schools			Private schools ¹		
		Grades K-12 ²	Grades K-8 ²	Grades 9-12	Grades K-12 ²	Grades K-8 ²	Grades 9-12
1970	51,257	45,894	32,558	13,336	5,363	4,052	1,311
1971	51,271	46,071	32,318	13,753	5,200	3,900	1,300
1972	50,726	45,726	31,879	13,848	5,000	3,700	1,300
1973	50,444	45,444	31,401	14,044	5,000	3,700	1,300
1974	50,073	45,073	30,971	14,103	5,000	3,700	1,300
1975	49,819	44,819	30,515	14,304	5,000	3,700	1,300
1976	49,477	44,310	29,997	14,314	5,167	3,825	1,342
1977	48,717	43,577	29,375	14,203	5,140	3,797	1,343
1978	47,636	42,550	28,463	14,088	5,086	3,732	1,353
1979	46,650	41,650	28,034	13,616	5,000	3,700	1,300
1980	46,208	40,877	27,647	13,231	5,331	3,992	1,339
1981	45,544	40,044	27,280	12,764	5,500	4,100	1,400
1982	45,165	39,565	27,161	12,405	5,600	4,200	1,400
1983	44,967	39,252	26,981	12,271	5,715	4,315	1,400
1984	44,908	39,208	26,905	12,304	5,700	4,300	1,400
1985	44,978	39,421	27,034	12,388	5,557	4,195	1,362
1986	45,205	39,753	27,420	12,333	5,452	4,116	1,336
1987	45,487	40,008	27,933	12,076	5,479	4,232	1,247
1988	45,429	40,188	28,501	11,687	5,241	4,036	1,206
1989	45,897	40,542	29,152	11,390	5,355	4,162	1,193
1990	46,449	41,217	29,878	11,338	5,232	4,095	1,137
1991	47,246	42,047	30,506	11,541	5,199	4,074	1,125
1992	48,109	42,735	30,997	11,738	5,375	4,212	1,163
1993	48,824	43,353	31,374	11,979	5,471	4,280	1,191
1994 ³	49,813	44,237	31,849	12,388	5,576	4,345	1,232
Projected							
1995	50,709	45,037	32,293	12,774	5,672	4,405	1,267
1996	51,745	45,960	32,863	13,097	5,785	4,483	1,302
1997	52,686	46,797	33,420	13,377	5,889	4,559	1,330
1998	53,367	47,403	33,825	13,578	5,964	4,614	1,350
1999	53,937	47,911	34,133	13,778	6,026	4,656	1,370
2000	54,402	48,323	34,452	13,871	6,079	4,700	1,379
2001	54,807	48,684	34,681	14,003	6,123	4,731	1,392
2002	55,155	48,994	34,856	14,138	6,161	4,755	1,406
2003	55,413	49,225	34,963	14,262	6,188	4,770	1,418
2004	55,681	49,470	34,931	14,539	6,211	4,765	1,446
2005	55,871	49,651	34,703	14,948	6,220	4,734	1,486

¹ Beginning in fall 1980, data include estimates for the expanded universe of private schools.

² Includes most kindergarten and some nursery school students.

³ Estimates based on preliminary data.

NOTE: The private school enrollment figures from years 1971-75, 1979, 1981-82, 1984, and 1986-92 are estimated. Projections are based on data through 1991. Because of rounding, details may not add up to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, table 3; *Projections of Education Statistics to 2005, 1995*, table 1.

Table 35-2 Percentage of total elementary and secondary school enrollment, by control and level of school, with projections: Fall 1970 to fall 2005

Year	Total	Public schools			Private schools ¹		
		Grades K-12 ²	Grades K-8 ²	Grades 9-12	Grades K-12 ²	Grades K-8 ²	Grades 9-12
1970	100.0	89.5	63.5	26.0	10.5	7.9	2.6
1971	100.0	89.9	63.0	26.8	10.1	7.6	2.5
1972	100.0	90.1	62.8	27.3	9.9	7.3	2.6
1973	100.0	90.1	62.2	27.8	9.9	7.3	2.6
1974	100.0	90.0	61.9	28.2	10.0	7.4	2.6
1975	100.0	90.0	61.3	28.7	10.0	7.4	2.6
1976	100.0	89.6	60.6	28.9	10.4	7.7	2.7
1977	100.0	89.4	60.3	29.2	10.6	7.8	2.8
1978	100.0	89.3	59.8	29.6	10.7	7.8	2.8
1979	100.0	89.3	60.1	29.2	10.7	7.9	2.8
1980	100.0	88.5	59.8	28.6	11.5	8.6	2.9
1981	100.0	87.9	59.9	28.0	12.1	9.0	3.1
1982	100.0	87.6	60.1	27.5	12.4	9.3	3.1
1983	100.0	87.3	60.0	27.3	12.7	9.6	3.1
1984	100.0	87.3	59.9	27.4	12.7	9.6	3.1
1985	100.0	87.6	60.1	27.5	12.4	9.3	3.0
1986	100.0	87.9	60.7	27.3	12.1	9.1	3.0
1987	100.0	88.0	61.4	26.5	12.0	9.3	2.7
1988	100.0	88.5	62.7	25.7	11.5	8.9	2.7
1989	100.0	88.3	63.5	24.8	11.7	9.1	2.6
1990	100.0	89.0	64.6	24.4	11.3	8.8	2.5
1991	100.0	89.0	64.6	24.4	11.0	8.6	2.4
1992	100.0	88.8	64.4	24.4	11.2	8.8	2.4
1993	100.0	88.8	64.3	24.5	11.2	8.8	2.4
1994 ³	100.0	88.8	63.9	24.9	11.2	8.7	2.5
Projected							
1995	100.0	88.8	63.7	25.2	11.2	8.7	2.5
1996	100.0	88.8	63.5	25.3	11.2	8.7	2.5
1997	100.0	88.8	63.4	25.4	11.2	8.7	2.5
1998	100.0	88.8	63.4	25.4	11.2	8.6	2.5
1999	100.0	88.8	63.3	25.5	11.2	8.6	2.5
2000	100.0	88.8	63.3	25.5	11.2	8.6	2.5
2001	100.0	88.8	63.3	25.5	11.2	8.6	2.5
2002	100.0	88.8	63.2	25.6	11.2	8.6	2.5
2003	100.0	88.8	63.1	25.7	11.2	8.6	2.6
2004	100.0	88.8	62.7	26.1	11.2	8.6	2.6
2005	100.0	88.9	62.1	26.8	11.1	8.5	2.7

¹ Beginning in fall 1980, data include estimates for the expanded universe of private schools.

² Includes most kindergarten and some nursery school students.

³ Estimates based on preliminary data.

NOTE: The private school enrollment figures from years 1971-75, 1979, 1981-82, 1984, and 1986-92 are estimated. Projections are based on data through 1991. Because of rounding, details may not add up to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, table 3; *Projections of Education Statistics to 2005*, 1995, table 1.

Table 35-3 Enrollment in public elementary and secondary schools (in thousands), by region: Fall 1970-93

Fall of year	United States	Northeast		Midwest		South		West	
	Total number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1970	45,893	9,859	21.5	12,935	28.2	14,759	32.2	8,339	18.2
1971	46,071	9,971	21.6	12,969	28.2	14,777	32.1	8,352	18.1
1972	45,726	9,961	21.8	12,868	28.1	14,632	32.0	8,262	18.1
1973	45,444	9,848	21.7	12,666	27.9	14,677	32.3	8,252	18.2
1974	45,073	9,755	21.6	12,510	27.8	14,626	32.5	8,180	18.2
1975	44,819	9,679	21.6	12,294	27.4	14,654	32.7	8,190	18.3
1976	43,310	9,464	21.9	12,097	27.9	14,578	33.7	8,171	18.9
1977	43,577	9,156	21.0	11,763	27.0	14,560	33.4	8,096	18.6
1978	42,550	8,828	20.7	11,320	26.6	14,431	33.9	7,970	18.7
1979	41,650	8,479	20.4	11,031	26.5	14,258	34.2	7,881	18.9
1980	40,877	8,214	20.1	10,697	26.2	14,133	34.6	7,831	19.2
1981	40,044	7,890	19.7	10,372	25.9	13,990	34.9	7,791	19.5
1982	39,565	7,674	19.4	10,139	25.6	13,945	35.2	7,806	19.7
1983	39,252	7,512	19.1	9,986	25.4	13,914	35.4	7,839	20.0
1984	39,208	7,395	18.9	9,888	25.2	13,962	35.6	7,961	20.3
1985	39,421	7,318	18.6	9,862	25.0	14,117	35.8	8,124	20.6
1986	39,753	7,294	18.3	9,870	24.8	14,311	36.0	8,276	20.8
1987	40,008	7,251	18.1	9,870	24.7	14,418	36.0	8,467	21.2
1988	40,188	7,207	17.9	9,845	24.5	14,491	36.1	8,644	21.5
1989	40,542	7,200	17.8	9,848	24.3	14,605	36.0	8,888	21.9
1990	41,217	7,281	17.7	9,944	24.1	14,807	35.9	9,184	22.3
1991	42,046	7,406	17.6	10,079	24.0	15,081	35.9	9,478	22.5
1992	42,734	7,526	17.6	10,198	23.9	15,326	35.9	9,682	22.7
1993 ²	43,353	7,656	17.7	10,304	23.8	15,547	35.8	9,844	22.7

¹ Revised from previously published figures.² Estimates based on preliminary data.

NOTE: Details may not add to totals due to rounding. Enrollment includes a relatively small number of prekindergarten students. The regions of the country for this indicator are those used by the Census Bureau in the Current Population Survey. The regions are as follows: Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont. Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin. South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 1994, table 40.

Table 36-1 Total and full-time-equivalent (FTE) enrollment in higher education, by type and control of institution: Fall 1972-93

Fall of year	All institutions	Public, 4-year	Public, 2-year	Private, 4-year	Private, 2-year
Total enrollment					
1972	9,214,860	4,429,696	2,640,939	2,028,978	115,247
1973	9,602,123	4,529,895	2,889,621	2,062,179	120,428
1974	10,223,729	4,703,018	3,285,482	2,116,717	118,512
1975	11,184,859	4,998,142	3,836,366	2,216,598	133,753
1976	11,012,137	4,901,691	3,751,786	2,227,125	131,535
1977	11,285,787	4,945,224	3,901,769	2,297,621	141,173
1978	11,260,092	4,912,203	3,873,690	2,319,748	154,451
1979	11,569,899	4,980,012	4,056,810	2,373,221	159,856
1980	12,096,895	5,128,612	4,328,782	2,441,996	197,505
1981	12,371,672	5,166,324	4,480,708	2,489,137	235,503
1982	12,425,780	5,176,434	4,519,653	2,477,640	252,053
1983	12,464,661	5,223,404	4,459,330	2,517,791	264,136
1984	12,241,940	5,198,273	4,279,097	2,512,894	251,676
1985	12,247,055	5,209,540	4,269,733	2,506,438	261,344
1986	12,503,511	5,300,202	4,413,691	2,523,761	265,857
1987	12,766,642	5,432,200	4,541,054	2,558,220	235,168
1988	13,055,337	5,545,901	4,615,487	2,634,281	259,668
1989	13,538,560	5,694,303	4,883,660	2,693,368	267,229
1990*	13,819,637	5,848,242	4,996,475	2,730,312	243,608
1991	14,358,953	5,904,748	5,404,815	2,802,305	247,085
1992*	14,486,315	5,900,012	5,484,555	2,863,913	237,835
1993	14,305,658	5,851,760	5,337,328	2,888,031	228,539
Full-time-equivalent (FTE) enrollment					
1972	7,253,739	3,706,239	1,746,609	1,700,582	100,309
1973	7,453,448	3,721,031	1,908,524	1,718,187	105,706
1974	7,805,453	3,847,550	2,097,254	1,758,699	101,950
1975	8,479,685	4,056,500	2,465,810	1,843,901	113,474
1976	8,312,502	3,998,450	2,351,453	1,849,551	113,048
1977	8,415,339	4,039,071	2,357,405	1,896,005	122,858
1978	8,348,482	3,996,126	2,283,073	1,936,447	132,836
1979	8,487,317	4,059,304	2,333,313	1,956,768	137,932
1980	8,819,013	4,158,267	2,484,027	2,003,105	173,614
1981	9,014,521	4,208,506	2,572,794	2,041,341	191,880
1982	9,091,648	4,220,648	2,629,941	2,028,275	212,784
1983	9,166,399	4,265,808	2,615,672	2,059,415	225,504
1984	8,951,695	4,237,895	2,446,769	2,054,816	212,215
1985	8,943,433	4,239,622	2,428,159	2,054,717	220,935
1986	9,064,168	4,295,495	2,482,551	2,064,829	221,293
1987	9,229,736	4,395,731	2,541,958	2,090,779	201,267
1988	9,466,878	4,505,501	2,591,571	2,159,770	210,036
1989	9,780,881	4,619,828	2,751,762	2,193,774	215,517
1990	9,983,927	4,740,051	2,817,931	2,228,450	197,495
1991	10,360,606	4,795,704	3,067,141	2,285,750	212,011
1992*	10,435,759	4,797,884	3,113,817	2,330,478	193,580
1993	10,351,817	4,765,983	3,046,411	2,355,340	184,083

* Revised from previously published figures.

NOTE: Increases in enrollments in private 2-year institutions in 1980 and 1981 reflect the addition of schools accredited by the National Association of Trade and Technical Schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 170 and 196 (based on the IPEDS/HEGIS surveys of fall enrollment, various years).

Table 36-2 Index of total and full-time-equivalent (FTE) enrollment (1981=100) in higher education, by type and control of institution: Fall 1972-93

Fall of year	All institutions	Public, 4-year	Public, 2-year	Private, 4-year	Private, 2-year
Total enrollment					
1972	74.5	85.7	58.9	81.5	48.9
1973	77.6	87.7	64.5	82.8	51.1
1974	82.6	91.0	73.3	85.0	50.3
1975	90.4	96.7	85.6	89.1	56.8
1976	89.0	94.9	83.7	89.5	55.9
1977	91.2	95.7	87.1	92.3	59.9
1978	91.0	95.1	86.5	93.2	65.6
1979	93.5	96.4	90.5	95.3	67.9
1980	97.8	99.3	96.6	98.1	83.9
1981	100.0	100.0	100.0	100.0	100.0
1982	100.4	100.2	100.9	99.5	107.0
1983	100.8	101.1	99.5	101.2	112.2
1984	99.0	100.6	95.5	101.0	106.9
1985	99.0	100.8	95.3	100.7	111.0
1986	101.1	102.6	98.5	101.4	112.9
1987	103.2	105.1	101.3	102.8	99.9
1988	105.5	107.3	103.0	105.8	110.3
1989	109.4	110.2	109.0	108.2	113.5
1990	111.7	113.2	111.5	109.7	103.4
1991	116.1	114.3	120.6	112.6	104.9
1992	117.1	114.2	122.4	115.1	*101.0
1993	115.6	113.3	119.1	116.0	97.0
Full-time-equivalent (FTE) enrollment					
1972	80.5	88.1	67.9	83.3	52.3
1973	82.7	88.4	74.2	84.2	55.1
1974	86.6	91.4	81.5	86.2	53.1
1975	94.1	96.4	95.8	90.3	59.1
1976	92.2	95.0	91.4	90.6	58.9
1977	93.4	96.0	91.6	92.9	64.0
1978	92.6	95.0	88.7	94.9	69.2
1979	94.2	96.5	90.7	95.9	71.9
1980	97.8	98.8	96.5	98.1	90.5
1981	100.0	100.0	100.0	100.0	100.0
1982	100.9	100.3	102.2	99.4	110.9
1983	101.7	101.4	101.7	100.9	117.5
1984	99.3	100.7	95.1	100.7	110.6
1985	99.2	100.7	94.4	100.7	115.1
1986	100.6	102.1	96.5	101.2	115.3
1987	102.4	104.4	98.8	102.4	104.9
1988	105.0	107.1	100.7	105.8	109.5
1989	108.5	109.8	107.0	107.5	112.3
1990	110.8	112.6	109.5	109.2	102.9
1991	114.9	114.0	119.2	112.0	110.5
1992	115.8	114.0	121.0	114.2	*100.9
1993	114.8	113.2	118.4	115.4	95.9

* Revised from previously published figures.

NOTE: Increases in enrollments in private 2-year institutions in 1980 and 1981 reflect the addition of schools accredited by the National Association of Trade and Technical Schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 170 and 196 (based on the IPEDS/HEGIS surveys of fall enrollment, various years).

Table 36-3 Percentage distribution of total and full-time-equivalent (FTE) enrollment in higher education, by type and control of institution: Fall 1972-93

Fall of year	All institutions	Public, 4-year	Public, 2-year	Private, 4-year	Private, 2-year
Total enrollment					
1972	100.0	48.1	28.7	22.0	1.3
1973	100.0	47.2	30.1	21.5	1.3
1974	100.0	46.0	32.1	20.7	1.2
1975	100.0	44.7	34.3	19.8	1.2
1976	100.0	44.5	34.1	20.2	1.2
1977	100.0	43.8	34.6	20.4	1.3
1978	100.0	43.6	34.4	20.6	1.4
1979	100.0	43.0	35.1	20.5	1.4
1980	100.0	42.4	35.8	20.2	1.6
1981	100.0	41.8	36.2	20.1	1.9
1982	100.0	41.7	36.4	19.9	2.0
1983	100.0	41.9	35.8	20.2	2.1
1984	100.0	42.5	35.0	20.5	2.1
1985	100.0	42.5	34.9	20.5	2.1
1986	100.0	42.4	35.3	20.2	2.1
1987	100.0	42.5	35.6	20.0	1.8
1988	100.0	42.5	35.4	20.2	2.0
1989	100.0	42.1	36.1	19.9	2.0
1990	100.0	42.3	36.2	19.8	1.8
1991	100.0	41.1	37.6	19.5	1.7
1992	100.0	40.7	37.9	19.8	1.6
1993	100.0	40.9	37.3	20.2	1.6
Full-time-equivalent (FTE) enrollment					
1972	100.0	51.1	24.1	23.4	1.4
1973	100.0	49.9	25.6	23.1	1.4
1974	100.0	49.3	26.9	22.5	1.3
1975	100.0	47.8	29.1	21.7	1.3
1976	100.0	48.1	28.3	22.3	1.4
1977	100.0	48.0	28.0	22.5	1.5
1978	100.0	47.9	27.3	23.2	1.6
1979	100.0	47.8	27.5	23.1	1.6
1980	100.0	47.2	28.2	22.7	2.0
1981	100.0	46.7	28.5	22.6	2.1
1982	100.0	46.4	28.9	22.3	2.3
1983	100.0	46.5	28.5	22.5	2.5
1984	100.0	47.3	27.3	23.0	2.4
1985	100.0	47.4	27.2	23.0	2.5
1986	100.0	47.4	27.4	22.8	2.4
1987	100.0	47.6	27.5	22.7	2.2
1988	100.0	47.6	27.4	22.8	2.2
1989	100.0	47.2	28.1	22.4	2.2
1990	100.0	47.5	28.2	22.3	2.0
1991	100.0	46.3	29.6	22.1	2.0
1992	100.0	46.0	29.8	22.3	1.9
1993	100.0	46.0	29.4	22.8	1.8

NOTE: Increases in enrollments in private 2-year institutions in 1980 and 1981 reflect the addition of schools accredited by the National Association of Trade and Technical Schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 170 and 196 (based on the IPEDS/HEGIS surveys of fall enrollment, various years).

Table 37-1 Number of degrees conferred, by degree level and number of high school completions: Academic years ending 1971-92

Year	Degrees					High school completions ²
	Associate's	Bachelor's	Master's	Doctor's	First-professional ¹	
1971	252,610	839,730	230,509	32,107	37,946	—
1972	292,119	887,273	251,633	33,363	43,411	—
1973	316,174	922,362	263,371	34,777	50,018	—
1974	343,924	945,776	277,033	33,816	53,816	3,367,000
1975	360,171	922,933	292,450	34,083	55,916	3,473,000
1976	391,454	925,746	311,771	34,064	62,649	3,481,000
1977	406,377	919,549	317,164	33,232	64,359	3,487,000
1978	412,246	921,204	311,620	32,131	66,581	3,508,000
1979	402,702	921,390	301,079	32,730	68,848	3,543,000
1980	400,910	929,417	298,081	32,615	70,131	3,522,000
1981	416,377	935,140	295,739	32,958	71,956	3,509,000
1982	434,515	952,998	295,546	32,707	72,032	3,481,000
1983	456,441	969,510	289,921	32,775	73,136	3,353,000
1984	452,416	974,309	284,263	33,209	74,407	3,194,000
1985	454,712	979,477	286,251	32,943	75,063	3,090,000
1986	446,047	987,823	288,567	33,653	73,910	3,071,000
1987	436,308	991,264	289,349	34,041	71,617	3,138,000
1988	435,085	994,829	299,317	34,870	70,735	3,210,000
1989	436,764	1,018,755	310,621	35,720	70,856	3,140,000
1990	455,102	1,051,344	324,301	38,371	70,988	3,019,000
1991	481,720	1,094,538	337,168	39,294	71,948	2,967,000
1992	504,231	1,136,553	352,838	40,659	74,146	2,928,000

— Not available.

¹ The National Center for Education Statistics recognizes 10 first-professional degree fields: chiropractic, dentistry, law, medicine, optometry, osteopathy, pharmacy, podiatry, theology, and veterinary medicine.

² High school completers are the graduates of regular public and private day school programs and the recipients of GED credentials. Data for GED recipients are not available before 1974.

³ Revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 99, 101, and 234 (based on IPEDS/HEGIS surveys of degrees conferred and Common Core of Data; American Council on Education, annual GED surveys).

Table 38-1 Index of number of degrees conferred in the natural and computer sciences and engineering (1981=100), by degree level and field of study: Academic years ending 1971-92*

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Bachelor's degrees											
All fields	89.8	94.9	98.6	101.1	98.7	99.0	98.1	98.5	98.5	99.4	100.0
Total science and engineering	79.7	80.8	84.0	86.7	84.7	85.4	86.6	89.1	92.1	95.8	100.0
Natural sciences	104.4	104.1	109.6	116.1	115.7	117.1	115.1	111.4	107.4	103.9	100.0
Life sciences	82.7	86.3	97.7	111.9	119.7	125.6	124.0	119.2	113.0	107.3	100.0
Physical sciences	89.4	86.6	86.4	88.4	86.7	89.6	93.9	96.0	96.9	97.7	100.0
Mathematics	218.1	208.2	202.8	190.3	161.5	142.8	125.9	114.3	107.8	103.8	100.0
Computer sciences and engineering	58.2	60.5	61.7	61.1	57.6	57.7	61.8	69.7	78.9	88.8	100.0
Computer and information sciences	15.8	22.5	28.5	31.5	33.3	37.4	42.4	47.6	57.7	73.8	100.0
Engineering	66.7	68.2	68.4	67.0	62.5	61.8	65.7	74.2	83.2	91.9	100.0
Master's degrees											
All fields	77.9	85.1	89.1	93.7	98.9	105.4	107.2	105.4	101.8	100.8	100.0
Total science and engineering	101.6	104.5	103.9	102.4	98.7	100.1	100.9	101.1	97.5	99.3	100.0
Natural sciences	124.1	125.0	125.0	125.0	119.8	114.1	115.5	113.2	110.5	105.4	100.0
Life sciences	95.8	102.1	104.8	109.6	109.6	110.1	119.0	113.9	114.3	108.9	100.0
Physical sciences	120.5	119.0	118.4	114.7	109.9	103.4	100.9	105.2	103.2	98.8	100.0
Mathematics	185.3	180.1	175.6	172.6	156.7	140.4	133.7	125.6	115.6	110.0	100.0
Computer sciences and engineering	86.2	90.5	89.5	86.9	84.3	90.5	91.0	92.9	88.6	95.0	100.0
Computer and information sciences	37.6	46.9	50.1	54.0	54.5	61.7	66.3	72.0	72.4	86.5	100.0
Engineering	98.4	101.5	99.5	95.3	91.9	97.8	97.2	98.1	92.7	97.2	100.0
Doctor's degrees											
All fields	97.4	101.2	105.5	102.6	103.4	103.4	100.8	97.5	99.3	99.0	100.0
Total science and engineering	124.9	122.1	118.9	111.7	108.9	103.4	99.5	95.0	97.2	98.0	100.0
Natural sciences	121.6	116.9	114.4	106.9	105.6	101.3	99.5	95.5	97.1	98.1	100.0
Life sciences	98.0	98.3	97.8	92.5	91.0	91.2	91.4	89.0	95.3	97.8	100.0
Physical sciences	139.8	130.6	127.5	115.4	115.4	109.2	106.4	99.7	98.8	98.3	100.0
Mathematics	161.2	150.3	140.5	141.0	135.2	117.3	110.8	109.4	99.2	98.5	100.0
Computer sciences and engineering	133.9	136.4	131.1	124.8	118.1	109.0	99.6	93.7	97.5	97.7	100.0
Computer and information sciences	50.8	66.3	77.8	78.6	84.5	96.8	85.7	77.8	93.7	95.2	100.0
Engineering	142.1	143.3	136.4	129.3	121.4	110.2	101.0	95.3	97.9	97.9	100.0

Table 38-1 Index of number of degrees conferred in the natural and computer sciences and engineering (1981=100), by degree level and field of study: Academic years ending 1971-92*—Continued

Field of study	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Bachelor's degrees											
All fields	101.9	103.7	104.2	104.7	105.6	106.0	106.4	108.9	112.4	117.0	121.5
Total science and engineering	105.6	112.4	120.0	126.1	127.4	123.0	115.1	109.5	104.9	103.7	104.8
Natural sciences	99.1	96.8	96.8	99.2	98.5	95.7	90.5	88.1	87.1	90.6	95.0
Life sciences	96.4	92.5	89.4	89.0	89.1	88.2	85.0	83.4	86.1	91.5	99.4
Physical sciences	100.4	97.6	98.7	99.0	90.7	83.8	74.3	71.8	67.1	68.2	70.8
Mathematics	106.9	111.2	120.4	138.7	150.0	148.7	145.3	139.9	132.7	133.9	129.3
Computer sciences and engineering	111.3	126.0	140.2	149.5	152.6	146.9	136.5	128.1	120.5	115.1	113.3
Computer and information sciences	134.0	162.1	212.8	257.1	277.0	261.8	228.3	201.4	180.3	165.9	162.4
Engineering	106.7	118.7	125.6	127.8	127.5	123.8	118.0	113.3	108.4	104.9	103.4
Master's degrees											
All fields	99.9	98.0	96.1	96.8	97.6	97.8	101.2	105.0	109.7	114.0	119.3
Total science and engineering	106.4	110.7	116.5	121.7	125.5	128.9	133.2	137.7	138.7	137.2	140.9
Natural sciences	102.2	100.3	99.2	99.5	101.3	99.8	100.3	101.8	100.9	98.5	98.8
Life sciences	98.3	95.3	90.4	84.6	83.9	82.8	80.0	83.0	81.4	79.7	80.0
Physical sciences	104.4	100.1	105.5	109.7	111.7	106.5	108.5	108.3	103.1	100.5	101.7
Mathematics	106.1	110.5	105.5	111.0	117.3	121.3	125.8	127.0	134.9	131.5	130.5
Computer sciences and engineering	109.3	117.9	128.3	136.9	142.1	148.8	155.7	162.4	164.6	163.8	169.7
Computer and information sciences	117.0	126.1	146.8	168.3	191.3	201.1	218.0	223.2	229.4	221.1	225.9
Engineering	107.4	115.8	123.6	129.0	129.6	135.6	140.0	147.0	148.3	149.4	155.5
Doctor's degrees											
All fields	99.2	99.4	100.8	100.0	102.1	103.3	105.8	108.4	116.4	119.2	123.4
Total science and engineering	101.8	99.9	102.6	105.7	109.5	115.3	123.0	128.0	139.6	147.1	153.0
Natural sciences	101.5	96.2	98.1	99.1	100.7	102.8	107.9	108.6	117.6	123.4	127.3
Life sciences	100.7	89.9	92.4	92.3	90.3	92.0	97.6	94.7	103.4	110.1	114.1
Physical sciences	104.6	104.1	105.3	108.3	113.1	116.9	121.3	122.8	132.6	136.6	139.8
Mathematics	93.0	94.3	95.9	94.7	100.3	97.9	102.7	118.1	124.6	133.7	139.6
Computer sciences and engineering	102.6	110.0	114.9	123.6	133.5	149.0	164.2	180.4	199.4	211.4	222.9
Computer and information sciences	99.6	104.0	99.6	98.4	136.5	148.4	169.8	218.7	248.8	268.3	306.3
Engineering	102.9	110.5	116.4	126.1	133.2	149.1	163.6	176.6	194.5	205.9	214.7

* Because of reclassification of Instructional Programs in 1991-92, the figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. Therefore, most numbers shown are revised from previously published figures. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

NOTE: The engineering category includes degrees conferred in engineering technologies. At the bachelor's degree level, 21.1 percent of degrees in the engineering category for 1992 were conferred in engineering technologies, up from 15.6 percent in 1981 and 10.3 percent in 1971. Were engineering technologies excluded from the engineering category, the index of bachelor's degrees conferred in engineering for 1992 would be 96.7 and 70.9 in 1971.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 241, 242, and 243 (based on IPEDS/HEGIS surveys of degrees conferred).

Table 38-2 Percentage of degrees conferred in the natural and computer sciences and engineering, by degree level and field of study: Academic years ending 1971-92*

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Bachelor's degrees											
Total science and engineering	16.0	15.4	15.4	15.5	15.5	15.6	15.9	16.3	16.9	17.4	18.0
Natural sciences	9.8	9.2	9.3	9.7	9.9	9.9	9.9	9.5	9.2	8.8	8.4
Life sciences	4.3	4.2	4.6	5.1	5.6	5.9	5.8	5.6	5.3	5.0	4.6
Physical sciences	2.5	2.3	2.2	2.2	2.3	2.3	2.5	2.5	2.5	2.5	2.6
Mathematics	3.0	2.7	2.5	2.3	2.0	1.8	1.6	1.4	1.3	1.3	1.2
Computer sciences and engineering	6.2	6.1	6.0	5.8	5.6	5.6	6.1	6.8	7.7	8.6	9.6
Computer and information sciences	0.3	0.4	0.5	0.5	0.5	0.6	0.7	0.8	0.9	1.2	1.6
Engineering	6.0	5.8	5.6	5.3	5.1	5.0	5.4	6.0	6.8	7.4	8.0
Master's degrees											
Total science and engineering	15.5	14.6	13.9	13.0	11.9	11.3	11.2	11.4	11.4	11.7	11.9
Natural sciences	7.7	7.1	6.8	6.5	5.9	5.2	5.2	5.2	5.3	5.1	4.8
Life sciences	2.5	2.4	2.4	2.4	2.2	2.1	2.2	2.2	2.3	2.2	2.0
Physical sciences	2.8	2.5	2.4	2.2	2.0	1.8	1.7	1.8	1.8	1.8	1.8
Mathematics	2.5	2.2	2.0	1.9	1.6	1.4	1.3	1.2	1.2	1.1	1.0
Computer sciences and engineering	7.8	7.5	7.1	6.6	6.0	6.1	6.0	6.2	6.2	6.7	7.1
Computer and information sciences	0.7	0.8	0.8	0.8	0.8	0.8	0.9	1.0	1.0	1.2	1.4
Engineering	7.1	6.7	6.3	5.7	5.2	5.2	5.1	5.3	5.1	5.4	5.6
Doctor's degrees											
Total science and engineering	40.6	38.2	35.7	34.5	33.4	31.7	31.3	30.9	31.0	31.4	31.7
Natural sciences	28.9	26.7	25.1	24.1	23.6	22.7	22.9	22.7	22.6	23.0	23.2
Life sciences	11.4	10.9	10.5	10.2	9.9	10.0	10.2	10.3	10.8	11.1	11.3
Physical sciences	13.7	12.3	11.5	10.7	10.6	10.1	10.1	9.8	9.5	9.5	9.5
Mathematics	3.9	3.5	3.1	3.2	3.1	2.7	2.6	2.6	2.3	2.3	2.4
Computer sciences and engineering	11.7	11.5	10.6	10.4	9.7	9.0	8.4	8.2	8.4	8.4	8.5
Computer and information sciences	0.4	0.5	0.6	0.6	0.6	0.7	0.6	0.6	0.7	0.7	0.8
Engineering	11.3	11.0	10.0	9.8	9.1	8.3	7.8	7.6	7.7	7.7	7.8

Table 38-2 Percentage of degrees conferred in the natural and computer sciences and engineering, by degree level and field of study: Academic years ending 1971-92*—Continued

Field of study	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Bachelor's degrees											
Total science and engineering	18.7	19.6	20.8	21.7	21.8	20.9	19.5	18.1	16.8	16.0	15.6
Natural sciences	8.2	7.8	7.8	8.0	7.8	7.6	7.2	6.8	6.5	6.5	6.6
Life sciences	4.4	4.1	4.0	3.9	3.9	3.8	3.7	3.5	3.5	3.6	3.8
Physical sciences	2.5	2.4	2.4	2.4	2.2	2.0	1.8	1.7	1.5	1.5	1.5
Mathematics	1.3	1.3	1.4	1.6	1.7	1.7	1.7	1.6	1.4	1.4	1.3
Computer sciences and engineering	10.5	11.7	13.0	13.8	13.9	13.4	12.4	11.3	10.3	9.5	9.0
Computer and information sciences	2.1	2.5	3.3	4.0	4.2	4.0	3.5	3.0	2.6	2.3	2.2
Engineering	8.4	9.2	9.7	9.8	9.7	9.4	8.9	8.3	7.7	7.2	6.8
Master's degrees											
Total science and engineering	12.7	13.5	14.4	15.0	15.3	15.7	15.7	15.6	15.1	14.4	14.1
Natural sciences	5.0	5.0	5.0	5.0	5.0	4.9	4.8	4.7	4.5	4.2	4.0
Life sciences	2.0	2.0	1.9	1.8	1.7	1.7	1.6	1.6	1.5	1.4	1.4
Physical sciences	1.9	1.8	2.0	2.0	2.0	1.9	1.9	1.8	1.7	1.6	1.5
Mathematics	1.1	1.2	1.1	1.2	1.2	1.3	1.3	1.3	1.3	1.2	1.1
Computer sciences and engineering	7.7	8.5	9.4	10.0	10.3	10.8	10.9	10.9	10.6	10.2	10.1
Computer and information sciences	1.7	1.8	2.2	2.5	2.8	2.9	3.1	3.0	3.0	2.8	2.7
Engineering	6.1	6.7	7.3	7.5	7.5	7.8	7.8	7.9	7.6	7.4	7.4
Doctor's degrees											
Total science and engineering	32.5	31.8	32.3	33.5	34.0	35.4	36.9	37.4	38.0	39.1	39.3
Natural sciences	23.7	22.4	22.5	23.0	22.8	23.1	23.6	23.2	23.4	24.0	23.9
Life sciences	11.4	10.2	10.3	10.4	10.0	10.0	10.4	9.9	10.0	10.4	10.4
Physical sciences	10.0	10.0	10.0	10.3	10.6	10.8	10.9	10.8	10.9	10.9	10.8
Mathematics	2.2	2.2	2.2	2.2	2.3	2.2	2.3	2.6	2.5	2.6	2.7
Computer sciences and engineering	8.8	9.4	9.7	10.6	11.2	12.3	13.2	14.2	14.6	15.1	15.4
Computer and information sciences	0.8	0.8	0.8	0.8	1.0	1.1	1.2	1.5	1.6	1.7	1.9
Engineering	8.1	8.6	9.0	9.8	10.1	11.2	12.0	12.7	13.0	13.4	13.5

* Because of reclassification of Instructional Programs in 1991-92, the figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. Therefore, most numbers shown are revised from previously published figures. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

NOTE: The engineering category includes degrees conferred in engineering technologies. At the bachelor's degree level, 21.1 percent of degrees in the engineering category for 1992 were conferred in engineering technologies, up from 15.6 percent in 1981 and 10.3 percent in 1971. Were engineering technologies excluded from the percentage of degrees conferred in engineering for 1992, the percentage of engineering degrees conferred at the bachelor's level would have been 5.4 percent, 6.8 percent in 1981, and 5.3 percent in 1971.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 241, 242, and 243 (based on IPEDS/HEGIS surveys of degrees conferred).

Table 38-3 Number of degrees conferred in the natural and computer sciences and engineering, by degree level and field of study: Academic years ending 1971-92*

Field of study	1971	1972	1973	1974	1975	1976	1977	1978
Bachelor's degrees								
All fields	839,730	887,273	922,362	945,776	922,933	925,746	917,549	921,204
Total science and engineering	134,526	136,411	141,684	146,321	142,864	144,052	146,187	150,408
Natural sciences	82,092	81,845	86,115	91,279	90,979	92,069	90,497	87,553
Life sciences	35,743	37,293	42,233	48,340	51,741	54,275	53,605	51,502
Physical sciences	21,412	20,745	20,696	21,178	20,778	21,465	22,497	22,986
Mathematics	24,937	23,807	23,186	21,761	18,460	16,329	14,395	13,065
Computer sciences and engineering	52,434	54,566	55,569	55,042	51,885	51,983	55,690	62,855
Computer and information sciences	2,388	3,402	4,304	4,756	5,033	5,652	6,407	7,201
Engineering	50,046	51,164	51,265	50,286	46,852	46,331	49,283	55,654
Master's degrees								
All fields	230,509	251,633	263,371	277,033	292,450	311,771	317,164	311,620
Total science and engineering	35,821	36,862	36,649	36,115	34,820	35,308	35,597	35,665
Natural sciences	17,790	17,925	17,917	17,920	17,173	16,363	16,554	16,229
Life sciences	5,728	6,101	6,263	6,552	6,550	6,582	7,114	6,806
Physical sciences	6,367	6,287	6,257	6,062	5,807	5,466	5,331	5,561
Mathematics	5,695	5,537	5,397	5,306	4,816	4,315	4,109	3,862
Computer sciences and engineering	18,031	18,937	18,732	18,195	17,647	18,945	19,043	19,436
Computer and information sciences	1,588	1,977	2,113	2,276	2,299	2,603	2,798	3,038
Engineering	16,443	16,960	16,619	15,919	15,348	16,342	16,245	16,398
Doctor's degrees								
All fields	32,107	33,363	34,777	33,816	34,083	34,064	33,232	32,131
Total science and engineering	13,050	12,759	12,419	11,668	11,379	10,797	10,399	9,926
Natural sciences	9,284	8,921	8,731	8,158	8,058	7,732	7,597	7,290
Life sciences	3,645	3,653	3,636	3,439	3,384	3,392	3,397	3,309
Physical sciences	4,390	4,103	4,006	3,626	3,626	3,431	3,341	3,133
Mathematics	1,249	1,165	1,089	1,093	1,048	909	859	848
Computer sciences and engineering	3,766	3,838	3,688	3,510	3,321	3,065	2,802	2,636
Computer and information sciences	128	167	196	198	213	244	216	196
Engineering	3,638	3,671	3,492	3,312	3,108	2,821	2,586	2,440

Table 38-3 Number of degrees conferred in the natural and computer sciences and engineering, by degree level and field of study: Academic years ending 1971-92*—Continued

Field of study	1979	1980	1981	1982	1983	1984	1985	1986
Bachelor's degrees								
All fields	921,390	929,417	935,140	952,998	969,510	974,309	979,477	987,823
Total science and engineering	155,476	161,699	168,722	178,189	189,610	202,412	212,716	214,937
Natural sciences	84,382	81,652	78,601	77,917	76,082	76,055	78,010	77,388
Life sciences	48,846	46,370	43,216	41,639	39,982	38,640	38,445	38,524
Physical sciences	23,207	23,410	23,952	24,052	23,381	23,651	23,704	21,717
Mathematics	12,329	11,872	11,433	12,226	12,719	13,764	15,861	17,147
Computer sciences and engineering	71,094	80,047	90,121	100,272	113,528	126,357	134,706	137,549
Computer and information sciences	8,719	11,154	15,121	20,267	24,510	32,172	38,878	41,889
Engineering	62,375	68,893	75,000	80,005	89,018	94,185	95,828	95,660
Master's degrees								
All fields	301,079	298,081	295,739	295,546	289,921	284,263	286,251	288,567
Total science and engineering	34,385	35,001	35,263	37,525	39,049	41,071	42,924	44,249
Natural sciences	15,835	15,111	14,336	14,651	14,384	14,226	14,268	14,522
Life sciences	6,831	6,510	5,978	5,874	5,696	5,406	5,059	5,013
Physical sciences	5,451	5,219	5,284	5,514	5,290	5,576	5,796	5,902
Mathematics	3,553	3,382	3,074	3,263	3,398	3,244	3,413	3,607
Computer sciences and engineering	18,550	19,890	20,927	22,874	24,665	26,845	28,656	29,727
Computer and information sciences	3,055	3,647	4,218	4,935	5,321	6,190	7,101	8,070
Engineering	15,495	16,243	16,709	17,939	19,344	20,655	21,555	21,657
Doctor's degrees								
All fields	32,730	32,615	32,958	32,707	32,775	33,209	32,943	33,653
Total science and engineering	10,155	10,235	10,447	10,637	10,434	10,718	11,047	11,440
Natural sciences	7,413	7,488	7,634	7,750	7,341	7,486	7,569	7,686
Life sciences	3,542	3,636	3,718	3,743	3,341	3,437	3,432	3,358
Physical sciences	3,102	3,089	3,141	3,286	3,269	3,306	3,403	3,551
Mathematics	769	763	775	721	731	743	734	777
Computer sciences and engineering	2,742	2,747	2,813	2,887	3,093	3,232	3,478	3,754
Computer and information sciences	236	240	252	251	262	251	248	344
Engineering	2,506	2,507	2,561	2,636	2,831	2,981	3,230	3,410

Table 38-3 Number of degrees conferred in the natural and computer sciences and engineering, by degree level and field of study: Academic years ending 1971-92*—Continued

Field of study	1987	1988	1989	1990	1991	1992
Bachelor's degrees						
All fields	991,264	994,829	1,018,755	1,051,344	1,094,538	1,136,553
Total science and engineering	207,595	194,198	184,695	177,025	174,917	176,782
Natural sciences	75,190	71,169	69,239	68,446	71,184	74,684
Life sciences	38,121	36,755	36,059	37,204	39,530	42,941
Physical sciences	20,070	17,806	17,186	16,066	16,344	16,960
Mathematics	16,999	16,608	15,994	15,176	15,310	14,783
Computer sciences and engineering	132,405	123,029	115,456	108,579	103,733	102,098
Computer and information sciences	39,589	34,523	30,454	27,257	25,083	24,557
Engineering	92,816	88,506	85,002	81,322	78,650	77,541
Master's degrees						
All fields	289,349	299,317	310,621	324,301	337,168	352,838
Total science and engineering	45,446	46,966	48,569	48,913	48,397	49,677
Natural sciences	14,311	14,384	14,587	14,464	14,115	14,170
Life sciences	4,952	4,784	4,961	4,869	4,765	4,785
Physical sciences	5,629	5,733	5,723	5,449	5,309	5,374
Mathematics	3,730	3,867	3,903	4,146	4,041	4,011
Computer sciences and engineering	31,135	32,582	33,982	34,449	34,282	35,507
Computer and information sciences	8,481	9,197	9,414	9,677	9,324	9,530
Engineering	22,654	23,385	24,568	24,772	24,958	25,977
Doctor's degrees						
All fields	34,041	34,870	35,720	38,371	39,294	40,659
Total science and engineering	12,043	12,853	13,367	14,582	15,367	15,987
Natural sciences	7,851	8,234	8,293	8,974	9,419	9,716
Life sciences	3,419	3,629	3,520	3,844	4,093	4,243
Physical sciences	3,673	3,809	3,858	4,164	4,290	4,391
Mathematics	759	796	915	966	1,036	1,082
Computer sciences and engineering	4,192	4,619	5,074	5,608	5,948	6,271
Computer and information sciences	374	428	551	627	676	772
Engineering	3,818	4,191	4,523	4,981	5,272	5,499

* Because of reclassification of Instructional Programs in 1991-92, the figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. Therefore, most numbers shown are revised from previously published figures. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

NOTE: The engineering category includes degrees conferred in engineering technologies. Excluding engineering technologies, the number of bachelor's degrees conferred in engineering was 61,206 in 1992, 63,287 in 1981, and 44,898 in 1971.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 1994, tables 241, 242, and 243 (based on IPEDS/HEGIS surveys of degrees conferred).

**Table 38-4 Percentage of degrees conferred in the natural and computer sciences and engineering to foreign students,¹ by degree level and field of study:
Selected academic years ending 1977-92**

Field of study	1977	1979	1981	1985	1987	1989	1990	1991 ²	1992 ²
Bachelor's degrees									
Number	15,703	17,831	22,589	29,217	29,306	27,036	26,708	29,134	28,079
All fields	1.7	1.9	2.4	3.0	3.0	2.7	2.5	2.7	2.5
Total science and engineering	4.0	4.6	5.8	5.7	5.7	5.5	5.5	5.5	5.0
Natural sciences	2.1	2.3	2.7	3.2	3.0	3.0	2.9	3.2	2.9
Life sciences	1.9	1.8	2.1	2.4	2.3	2.5	2.4	2.7	2.3
Physical sciences	2.6	3.0	3.1	3.3	3.3	3.6	3.6	3.7	3.6
Mathematics	2.2	3.1	4.1	5.1	4.1	3.6	3.6	3.9	4.0
Computer sciences and engineering	7.0	7.3	8.6	7.1	7.3	6.9	7.0	7.0	6.6
Computer and information sciences	4.2	4.3	5.1	5.5	6.7	7.3	7.5	8.1	8.1
Engineering	7.4	7.7	9.3	7.8	7.5	6.8	6.9	6.7	6.1
Master's degrees									
Number	17,338	19,405	22,057	26,952	29,898	34,214	35,699	36,523	38,906
All fields	5.5	6.5	7.5	9.6	10.3	11.0	11.1	11.5	11.2
Total science and engineering	15.6	18.1	20.7	23.7	24.1	27.2	27.8	28.6	29.5
Natural sciences	9.3	10.8	11.8	16.7	18.2	21.4	22.9	23.8	24.4
Life sciences	6.7	6.8	6.2	9.5	10.8	13.6	15.4	15.8	16.6
Physical sciences	12.4	13.1	15.0	19.4	19.9	23.0	25.7	28.4	28.7
Mathematics	10.0	15.6	18.1	24.2	26.5	29.9	28.8	27.1	27.9
Computer sciences and engineering	21.0	24.2	26.7	27.2	26.7	29.6	29.8	30.5	31.6
Computer and information sciences	13.4	15.6	21.8	24.6	26.1	29.2	27.5	30.3	33.3
Engineering	22.3	25.9	27.9	28.0	27.0	29.8	30.6	30.6	30.9
Doctor's degrees									
Number	3,747	3,915	4,203	5,317	6,587	7,675	8,959	9,715	10,566
All fields	11.3	12.0	12.8	16.5	19.4	21.5	23.5	25.2	26.4
Total science and engineering	18.6	18.9	19.3	25.6	31.1	36.7	39.8	42.1	42.6
Natural sciences	13.7	13.5	13.1	17.6	23.3	26.5	30.1	33.6	34.2
Life sciences	10.1	9.7	7.8	11.2	15.4	16.0	19.8	24.6	25.6
Physical sciences	15.9	15.7	16.9	20.2	26.6	47.7	51.6	51.5	51.0
Mathematics	19.4	22.2	23.8	36.3	44.0	47.7	51.6	51.5	51.0
Computer sciences and engineering	32.0	33.6	36.0	43.0	45.5	47.3	49.6	50.9	51.2
Computer and information sciences	20.8	20.3	20.6	29.2	33.7	37.9	43.4	43.5	45.2
Engineering	32.9	34.8	37.5	44.0	46.7	48.5	50.3	51.9	52.1

¹ Foreign students are non-U.S. citizens on temporary visas. American students include non-U.S. citizens with permanent U.S. visas.

² Because of reclassification of Instructional Programs in 1991-92, the figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. Therefore, most numbers shown are revised from previously published figures. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years (based on IPEDS/HEGIS surveys of degrees conferred).

Table 39-1 Number of bachelor's degrees conferred, by field of study: Academic years ending 1971-92*

Field of study	1971	1972	1973	1974	1975	1976	1977
Total	839,730	887,273	922,362	945,776	922,933	925,746	917,549
Humanities and social/behavioral sciences	337,022	350,651	357,170	358,412	338,924	327,289	311,116
Humanities	143,511	149,158	153,260	155,953	152,489	150,615	146,215
Social and behavioral sciences	193,511	201,493	203,910	202,459	186,435	176,674	164,901
Natural sciences	82,092	81,845	86,115	91,279	90,979	92,069	90,497
Life sciences	35,743	37,293	42,233	48,340	51,741	54,275	53,605
Physical sciences	21,412	20,745	20,696	21,178	20,778	21,465	22,497
Mathematics	24,937	23,807	23,186	21,761	18,460	16,329	14,395
Computer sciences and engineering	52,434	54,566	55,569	55,042	51,885	51,983	55,690
Computer and information sciences	2,388	3,402	4,304	4,756	5,033	5,652	6,407
Engineering and engineering technologies	50,046	51,164	51,265	50,286	46,852	46,331	49,283
Engineering	44,898	45,392	46,411	42,840	39,388	38,388	40,936
Engineering technologies	5,148	5,772	4,854	7,446	7,464	7,943	8,347
Technical/professional	368,182	400,211	423,508	440,479	441,145	454,405	460,246
Education	176,307	190,880	193,984	184,907	166,758	154,437	143,234
Business management	114,729	121,266	126,144	131,640	132,731	142,034	148,765
Health sciences	25,226	28,611	33,564	41,459	49,090	53,958	57,328
Other technical/professional	51,920	59,454	69,816	82,473	92,566	103,976	110,919
Not classified in a field of study	0	0	0	0	0	0	0

Field of study	1978	1979	1980	1981	1982	1983	1984
Total	921,204	921,390	929,417	935,140	952,998	969,510	974,309
Humanities and social/behavioral sciences	300,998	288,705	281,866	275,582	276,479	269,225	267,406
Humanities	143,167	137,949	136,111	134,001	135,562	133,537	134,128
Social and behavioral sciences	157,831	150,756	145,755	141,581	140,917	135,688	133,278
Natural sciences	87,553	84,382	81,652	78,601	77,917	76,082	76,055
Life sciences	51,502	48,846	46,370	43,216	41,639	39,982	38,640
Physical sciences	22,986	23,207	23,410	23,952	24,052	23,381	23,651
Mathematics	13,065	12,329	11,872	11,433	12,226	12,719	13,764
Computer sciences and engineering	62,855	71,094	80,047	90,121	100,272	113,528	126,357
Computer and information sciences	7,201	8,719	11,154	15,121	20,267	24,510	32,172
Engineering and engineering technologies	55,654	62,375	68,893	75,000	80,005	89,018	94,185
Engineering	46,869	53,021	58,402	63,287	67,021	72,163	75,638
Engineering technologies	8,785	9,354	10,491	11,713	12,984	16,855	18,547
Technical/professional	469,798	477,209	485,852	490,836	498,290	510,675	504,479
Education	135,821	125,873	118,038	108,074	100,932	97,895	92,299
Business management	159,691	171,241	184,867	198,983	213,374	226,627	229,478
Health sciences	59,434	62,085	63,920	63,649	63,653	64,685	64,288
Other technical/professional	114,852	118,010	119,027	120,130	120,331	121,468	118,414
Not classified in a field of study	0	0	0	0	0	0	0

Table 39-1 Number of bachelor's degrees conferred, by field of study: Academic years ending 1971-92*—Continued

Field of study	1985	1986	1987	1988	1989	1990	1991	1992
Total	979,477	987,823	991,264	994,829	1,018,755	1,051,344	1,094,538	1,136,553
Humanities and social/behavioral sciences	263,883	267,094	276,060	286,304	306,852	332,807	356,021	383,281
Humanities	132,413	132,626	136,724	140,657	149,791	160,772	172,259	185,794
Social and behavioral sciences	131,470	134,468	139,336	145,647	157,061	172,035	183,762	197,487
Natural sciences	78,010	77,388	75,190	71,169	69,239	68,446	71,184	74,684
Life sciences	38,445	38,524	38,121	36,755	36,059	37,204	39,530	42,941
Physical sciences	23,704	21,717	20,070	17,806	17,186	16,066	16,344	16,960
Mathematics	15,861	17,147	16,999	16,608	15,994	15,176	15,310	14,783
Computer sciences and engineering	134,706	137,549	132,405	123,029	115,456	108,579	103,733	102,098
Computer and information sciences	38,878	41,889	39,589	34,523	30,454	27,257	25,083	24,557
Engineering and engineering technologies	95,828	95,660	92,816	88,506	85,002	81,322	78,650	77,541
Engineering	77,066	76,225	73,747	69,380	66,099	63,609	61,531	61,206
Engineering technologies	18,762	19,435	19,069	19,126	18,903	17,713	17,119	16,335
Technical/professional	492,878	505,752	507,609	512,526	524,803	538,799	550,342	569,770
Education	88,072	87,114	86,936	91,112	96,913	105,112	110,807	108,006
Business management	232,636	237,319	240,546	243,021	246,399	248,698	249,311	256,603
Health sciences	64,422	64,396	63,103	60,644	59,005	58,302	59,070	61,720
Other technical/professional	107,748	116,923	117,024	117,749	122,486	126,687	131,154	143,441
Not classified in a field of study	0	0	0	1,801	2,405	2,713	13,258	6,720

* Because of reclassification of Instructional Programs in 1991-92, the figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. Therefore, most numbers shown are revised from previously published figures. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, table 241 (based on IPEDS/HEGIS surveys of degrees conferred).

Table 39-2 Index of the number of bachelor's degrees conferred (1981=100), by field of study: Academic years ending 1971-92

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Total	89.8	94.9	98.6	101.1	98.7	99.0	98.1	98.5	98.5	99.4	100.0
Humanities and social/behavioral sciences	122.3	127.2	129.6	130.1	123.0	118.8	112.9	109.2	104.8	102.3	100.0
Humanities	107.1	111.3	114.4	116.4	113.8	112.4	109.1	106.8	102.9	101.6	100.0
Social and behavioral sciences	136.7	142.3	144.0	143.0	131.7	124.8	116.5	111.5	106.5	102.9	100.0
Natural sciences	104.4	104.1	109.6	116.1	115.7	117.1	115.1	111.4	107.4	103.9	100.0
Life sciences	82.7	86.3	97.7	111.9	119.7	125.6	124.0	119.2	113.0	107.3	100.0
Physical sciences	89.4	86.6	86.4	88.4	86.7	89.6	93.9	96.0	96.9	97.7	100.0
Mathematics	218.1	208.2	202.8	190.3	161.5	142.8	125.9	114.3	107.8	103.8	100.0
Computer sciences and engineering	58.2	60.5	61.7	61.1	57.6	57.7	61.8	69.7	78.9	88.8	100.0
Computer and information sciences	15.8	22.5	28.5	31.5	33.3	37.4	42.4	47.6	57.7	73.8	100.0
Engineering and engineering technologies	66.7	68.2	68.4	67.0	62.5	61.8	65.7	74.2	83.2	91.9	100.0
Engineering	70.9	71.7	73.3	67.7	62.2	60.7	64.7	74.1	83.8	92.3	100.0
Engineering technologies	44.0	49.3	41.4	63.6	63.7	67.8	71.3	75.0	79.9	89.6	100.0
Technical/professional	75.0	81.5	86.3	89.7	89.9	92.6	93.8	95.7	97.2	99.0	100.0
Education	163.1	176.6	179.5	171.1	154.3	142.9	132.5	125.7	116.5	109.2	100.0
Business management	57.7	60.9	63.4	66.2	66.7	71.4	74.8	80.3	86.1	92.9	100.0
Health sciences	39.6	45.0	52.7	65.1	77.1	84.8	90.1	93.4	97.5	100.4	100.0
Other technical/professional	43.2	49.5	58.1	68.7	77.1	86.6	92.3	95.6	98.2	99.0	100.0
Not classified in a field of study	—	—	—	—	—	—	—	—	—	—	—

Field of study	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Total	101.9	103.7	104.2	104.7	105.6	106.0	106.4	108.9	112.4	117.0	121.5
Humanities and social/behavioral sciences	100.3	97.7	97.0	95.8	96.9	100.2	103.9	111.3	120.8	129.2	139.1
Humanities	101.2	99.7	100.1	98.8	99.0	102.0	105.0	111.8	120.0	128.6	138.7
Social and behavioral sciences	99.5	95.8	94.1	92.9	95.0	98.4	102.9	110.9	121.5	129.8	139.5
Natural sciences	99.1	96.8	96.8	99.2	98.5	95.7	90.5	88.1	87.1	90.6	95.0
Life sciences	96.4	92.5	89.4	89.0	89.1	88.2	85.0	83.4	86.0	91.5	99.4
Physical sciences	100.4	97.6	98.7	99.0	90.7	83.8	74.3	71.8	67.1	68.2	70.8
Mathematics	106.9	111.2	120.4	138.7	150.0	148.7	145.3	139.9	132.7	133.9	129.3
Computer sciences and engineering	111.3	126.0	140.2	149.5	152.6	146.9	136.5	128.1	120.5	115.1	113.3
Computer and information sciences	134.0	162.1	212.8	257.1	277.0	261.8	228.3	201.4	180.3	165.9	162.4
Engineering and engineering technologies	106.7	118.7	125.6	127.8	127.5	123.8	118.0	113.3	108.4	104.9	103.4
Engineering	105.9	114.0	119.5	121.8	120.4	116.5	109.6	104.4	100.5	97.2	96.7
Engineering technologies	110.9	143.9	158.3	160.2	165.9	162.8	163.3	161.4	151.2	146.2	139.5
Technical/professional	101.5	104.0	102.8	100.4	103.0	103.4	104.4	106.9	109.8	112.1	116.1
Education	93.4	90.6	85.4	81.5	80.6	80.4	84.3	89.7	97.3	102.5	99.9
Business management	107.2	113.9	115.3	116.9	119.3	120.9	122.1	123.8	125.0	125.3	129.0
Health sciences	100.0	101.6	101.0	101.2	101.2	99.1	95.3	92.7	91.6	92.8	97.0
Other technical/professional	100.2	101.1	98.6	89.7	97.3	97.4	98.0	102.0	105.5	109.2	119.4
Not classified in a field of study	—	—	—	—	—	—	—	—	—	—	—

— Not applicable.

NOTE: Because of reclassification of Instructional Programs in 1991-92, the figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. Therefore, most numbers shown are revised from previously published figures. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, table 241 (based on IPEDS/HEGIS surveys of degrees conferred).

Table 39-3 Percentage distribution of bachelor's degrees conferred, by field of study: Academic years ending 1971-92*

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities and social/behavioral sciences	40.1	39.5	38.7	37.9	36.7	35.4	33.9	32.7	31.3	30.3	29.5
Humanities	17.1	16.8	16.6	16.5	16.5	16.3	15.9	15.5	15.0	14.6	14.3
Social and behavioral sciences	23.0	22.7	22.1	21.4	20.2	19.1	18.0	17.1	16.4	15.7	15.1
Natural sciences	9.8	9.2	9.3	9.7	9.9	9.9	9.9	9.5	9.2	8.8	8.4
Life sciences	4.3	4.2	4.6	5.1	5.6	5.9	5.8	5.6	5.3	5.0	4.6
Physical sciences	2.5	2.3	2.2	2.2	2.3	2.3	2.5	2.5	2.5	2.5	2.6
Mathematics	3.0	2.7	2.5	2.3	2.0	1.8	1.6	1.4	1.3	1.3	1.2
Computer sciences and engineering	6.2	6.1	6.0	5.8	5.6	5.6	6.1	6.8	7.7	8.6	9.6
Computer and information sciences	0.3	0.4	0.5	0.5	0.5	0.6	0.7	0.8	0.9	1.2	1.6
Engineering and engineering technologies	6.0	5.8	5.6	5.3	5.1	5.0	5.4	6.0	6.8	7.4	8.0
Engineering	5.3	5.1	5.0	4.5	4.3	4.1	4.5	5.1	5.8	6.3	6.8
Engineering technologies	0.6	0.7	0.5	0.8	0.8	0.9	0.9	1.0	1.0	1.1	1.3
Technical/professional	43.8	45.1	45.9	46.6	47.8	49.1	50.2	51.0	51.8	52.3	52.5
Education	21.0	21.5	21.0	19.6	18.1	16.7	15.6	14.7	13.7	12.7	11.6
Business management	13.7	13.7	13.7	13.9	14.4	15.3	16.2	17.3	18.6	19.9	21.3
Health sciences	3.0	3.2	3.6	4.4	5.3	5.8	6.2	6.5	6.7	6.9	6.8
Other technical/professional	6.2	6.7	7.6	8.7	10.0	11.2	12.1	12.5	12.8	12.8	12.8
Not classified in a field of study	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Field of study	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities and social/behavioral sciences	29.0	27.8	27.4	26.9	27.0	27.8	28.8	30.1	31.7	32.5	33.7
Humanities	14.2	13.8	13.8	13.5	13.4	13.8	14.1	14.7	15.3	15.7	16.3
Social and behavioral sciences	14.8	14.0	13.7	13.4	13.6	14.1	14.6	15.4	16.4	16.8	17.4
Natural sciences	8.2	7.8	7.8	8.0	7.8	7.6	7.2	6.8	6.5	6.5	6.6
Life sciences	4.4	4.1	4.0	3.9	3.9	3.8	3.7	3.5	3.5	3.6	3.8
Physical sciences	2.5	2.4	2.4	2.4	2.2	2.0	1.8	1.7	1.5	1.5	1.5
Mathematics	1.3	1.3	1.4	1.6	1.7	1.7	1.7	1.6	1.4	1.4	1.3
Computer sciences and engineering	10.5	11.7	13.0	13.8	13.9	13.4	12.4	11.3	10.3	9.5	9.0
Computer and information sciences	2.1	2.6	3.3	4.0	4.2	4.0	3.5	3.0	2.6	2.3	2.2
Engineering and engineering technologies	8.4	9.2	9.7	9.8	9.7	9.4	8.9	8.3	7.7	7.2	6.8
Engineering	7.0	7.4	7.8	7.9	7.7	7.4	7.0	6.5	6.1	5.6	5.4
Engineering technologies	1.4	1.7	1.9	1.9	2.0	1.9	1.9	1.9	1.7	1.6	1.4
Technical/professional	52.3	52.7	51.8	50.3	51.2	51.2	51.5	51.5	51.2	50.3	50.1
Education	10.6	10.1	9.5	9.0	8.8	8.8	9.2	9.5	10.0	10.1	9.5
Business management	22.4	23.4	23.6	23.8	24.0	24.3	24.4	24.2	23.7	22.8	22.6
Health sciences	6.7	6.7	6.6	6.6	6.5	6.4	6.1	5.8	5.5	5.4	5.4
Other technical/professional	12.6	12.5	12.2	11.0	11.8	11.8	11.8	12.0	12.1	12.0	12.6
Not classified in a field of study	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.3	1.2	0.6

* Because of reclassification of Instructional Programs in 1991-92, the figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. Therefore, most numbers shown are revised from previously published figures. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, table 241 (based on IPEDS/HEGIS surveys of degrees conferred).

Table 39-4 Number of bachelor's degrees conferred, by race/ethnicity and field of study: Selected academic years ending 1977-92

Race/ethnicity and field of study	1977	1979	1981	1985	1987	1989	1991 ¹	1992 ¹
White								
Total degrees	805,186	799,617	807,319	826,106	841,820	859,699	904,062	936,771
Humanities and social/behavioral sciences	271,490	249,100	238,522	224,152	237,293	262,603	301,946	320,841
Humanities	130,327	120,305	118,286	113,084	118,620	129,701	147,970	157,513
Social and behavioral sciences	141,163	128,795	120,236	111,068	118,673	132,902	153,976	163,328
Natural sciences	80,313	73,523	67,967	64,629	61,994	55,845	56,948	59,129
Life sciences	47,623	42,705	37,276	31,807	31,279	28,874	30,994	33,179
Physical sciences	20,189	20,650	21,246	20,660	17,159	14,492	13,500	14,044
Mathematics	12,501	10,168	9,445	12,162	13,556	12,479	12,454	11,906
Computer sciences and engineering	46,864	59,178	73,413	107,759	103,539	88,927	77,839	76,427
Computer and information sciences	5,473	7,384	12,565	31,321	30,251	22,366	17,903	17,311
Engineering ²	41,391	51,794	60,848	76,438	73,288	66,561	59,936	59,116
Technical/professional	406,519	417,816	427,417	429,566	438,994	452,324	467,329	480,374
Education	125,148	108,949	93,724	77,531	78,216	88,276	100,141	97,460
Health sciences	51,513	55,746	56,790	55,501	55,410	51,053	49,876	52,281
Business management	132,814	150,759	174,198	196,915	205,118	208,325	206,308	209,768
Other technical/professional	97,044	102,362	102,705	99,619	100,250	104,670	111,004	120,865
Black								
Total degrees	58,515	60,130	60,673	57,473	56,555	58,065	65,341	72,326
Humanities and social/behavioral sciences	20,107	19,266	18,045	15,272	15,060	16,384	20,222	23,157
Humanities	6,567	7,014	6,608	6,505	6,583	7,022	8,300	9,698
Social and behavioral sciences	13,540	12,252	11,437	8,767	8,477	9,362	11,922	13,459
Natural sciences	3,785	3,830	3,759	3,640	3,622	3,447	3,794	4,180
Life sciences	2,413	2,487	2,269	2,045	1,932	1,942	2,154	2,428
Physical sciences	665	691	906	829	844	704	772	836
Mathematics	707	652	584	766	846	801	868	916
Computer sciences and engineering	1,729	2,261	3,235	5,302	6,429	5,752	5,528	5,742
Computer and information sciences	361	505	786	2,143	2,928	2,533	2,063	2,147
Engineering ²	1,368	1,756	2,449	3,159	3,501	3,219	3,465	3,595
Technical/professional	32,894	34,773	35,634	33,259	31,444	32,482	35,797	39,247
Education	12,922	11,509	9,494	5,456	4,253	4,245	4,816	5,226
Business management	9,976	11,430	13,400	14,999	14,686	15,105	4,209	4,222
Health sciences	3,135	3,380	3,603	3,836	3,822	3,981	16,648	18,304
Other technical/professional	6,861	8,454	9,137	8,968	8,683	9,151	10,124	11,495
Hispanic								
Total degrees	18,663	20,029	21,832	25,874	26,990	29,910	36,612	40,761
Humanities and social/behavioral sciences	7,764	7,594	7,754	8,049	8,468	10,412	13,438	16,386
Humanities	3,537	3,469	3,561	3,872	4,184	4,950	6,362	7,751
Social and behavioral sciences	4,227	4,125	4,193	4,177	4,284	5,462	7,076	8,635
Natural sciences	1,534	1,642	1,734	1,915	1,951	1,956	2,294	2,510
Life sciences	981	1,109	1,144	1,241	1,259	1,258	1,503	1,673
Physical sciences	332	339	405	417	423	386	390	382
Mathematics	221	194	185	257	269	312	401	455
Computer sciences and engineering	980	1,272	1,735	3,068	3,630	3,343	3,550	3,548
Computer and information sciences	93	155	302	826	1,077	896	917	901
Engineering ²	887	1,117	1,433	2,242	2,553	2,447	2,633	2,647
Technical/professional	8,385	9,521	10,609	12,842	12,941	14,199	17,330	18,317
Education	3,050	3,029	2,847	2,533	2,223	2,281	3,503	3,116
Business management	2,588	3,196	4,114	5,771	6,397	7,017	1,709	1,765
Health sciences	863	1,066	1,153	1,550	1,332	1,397	7,831	8,466
Other technical/professional	1,884	2,230	2,495	2,988	2,989	3,504	4,287	4,970

Table 39-4 Number of bachelor's degrees conferred, by race/ethnicity and field of study: Selected academic years ending 1977-92—Continued

Race/ethnicity and field of study	1977	1979	1981	1985	1987	1989	1991 ¹	1992 ¹
Asian/Pacific Islander								
Total degrees	13,745	15,336	18,794	25,395	32,618	37,686	41,618	46,720
Humanities and social/behavioral sciences	4,442	4,400	4,807	5,618	7,895	10,108	12,022	14,032
Humanities	1,993	2,032	2,323	2,754	3,765	4,572	5,457	6,368
Social and behavioral sciences	2,449	2,368	2,484	2,864	4,130	5,536	6,565	7,664
Natural sciences	1,996	2,204	2,476	3,593	4,588	4,914	5,580	6,381
Life sciences	1,314	1,458	1,489	1,950	2,620	2,954	3,634	4,488
Physical sciences	367	425	596	763	918	931	1,004	1,025
Mathematics	315	321	391	880	1,050	1,029	942	868
Computer sciences and engineering	1,362	2,099	3,735	7,057	9,043	9,264	9,202	9,323
Computer and information sciences	163	262	669	2,044	2,546	2,361	2,075	2,140
Engineering ²	1,199	1,837	3,066	5,013	6,497	6,903	7,127	7,183
Technical/professional	5,945	6,633	7,776	9,127	11,092	13,400	14,814	16,984
Education	894	785	723	770	1,092	1,106	890	977
Business management	2,596	3,135	3,943	5,274	6,002	7,973	2,018	2,261
Health sciences	1,018	1,087	1,312	1,310	1,577	1,710	9,100	10,592
Other technical/professional	1,437	1,626	1,798	1,773	2,421	2,611	2,806	3,154
American Indian/Alaskan Native								
Total degrees	3,319	3,404	3,593	4,246	3,971	3,954	4,513	5,176
Humanities and social/behavioral sciences	1,143	1,144	1,211	1,260	1,246	1,237	1,501	1,828
Humanities	504	470	541	612	596	611	737	903
Social and behavioral sciences	639	674	670	648	650	626	764	925
Natural sciences	250	252	220	318	274	259	297	297
Life sciences	157	148	137	161	147	146	180	185
Physical sciences	67	63	65	98	74	62	70	66
Mathematics	26	41	18	59	53	51	47	46
Computer sciences and engineering	149	173	216	452	405	368	317	356
Computer and information sciences	15	11	21	139	116	88	82	81
Engineering ²	134	162	195	313	289	280	235	275
Technical/professional	1,777	1,835	1,946	2,216	2,046	2,090	2,398	2,695
Education	707	645	569	483	452	533	618	654
Business management	433	505	636	921	783	797	285	332
Health sciences	154	206	209	273	274	239	868	949
Other technical/professional	483	479	532	539	537	521	627	760

¹ In 1991-92 there was a reclassification of Instructional Programs. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" survey: "Business management" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services.

² Engineering technologies cannot be derived from the "Engineering" category by race/ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 1994, tables 255 and 256, (based on IPEDS/HEGIS surveys of degrees conferred).

Table 40-1 Percentage of students in grades 1-12 who are black or Hispanic, by control of school and metropolitan status: 1970-93

Year	Public schools				Private schools
	Total	Central cities	Other metropolitan	Non-metropolitan	
1970	—	—	—	—	—
1971	—	—	—	—	—
1972	20.5	42.0	10.6	14.9	9.9
1973	20.3	41.8	10.1	14.6	10.6
1974	21.5	44.0	10.9	16.2	11.5
1975	22.0	44.5	12.0	15.9	10.9
1976	22.4	44.9	13.4	15.3	11.0
1977	21.9	47.0	12.6	15.5	13.1
1978	22.3	47.4	13.3	15.3	11.1
1979	22.7	49.5	14.1	14.4	13.0
1980	—	—	—	—	—
1981	24.6	51.4	15.6	16.0	13.9
1982	24.7	51.0	15.5	16.1	13.9
1983	25.2	51.5	16.6	15.6	13.7
1984	—	—	—	—	12.1
1985	26.8	56.7	18.1	16.8	11.5
1986	27.1	52.4	16.5	18.3	13.8
1987	27.1	51.7	17.5	16.7	14.3
1988	27.4	51.1	18.6	16.9	14.8
1989	27.8	51.8	20.0	15.3	14.1
1990	27.8	52.1	19.5	16.4	14.3
1991	28.1	52.9	19.6	15.9	14.3
1992	28.3	52.6	20.4	15.5	14.9
1993	28.4	53.8	20.2	16.0	16.7

— Not available.

NOTE: Control of school was not available in 1980. Residence of students was not available in 1984. The definition of metropolitan areas in the United States was changed in 1985. Because a small number of students (less than 1 percent) are both black and Hispanic, the percentages in this table are slightly smaller than the sum of the "percent black" and "percent Hispanic" columns shown in the text table of *Indicator 40*.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, "School Enrollment ...," various years; October Current Population Surveys.

Table 40-2 Enrollment in public elementary and secondary schools, by race/ethnicity: 1976, 1984, 1986, 1988, 1990, and 1992

Race/ethnicity	1976	1984	1986	1988	1990	1992*	1976-90
(In thousands)							Percentage change
Total	43,714	39,452	41,156	40,484	40,848	42,612	-2.5
White	33,229	28,106	28,957	28,628	27,727	28,428	-14.4
Total minority	10,485	11,346	12,200	11,857	13,121	14,185	35.3
Black	6,774	6,389	6,622	6,158	6,616	7,040	3.9
Hispanic	2,807	3,599	4,064	4,071	4,716	5,222	86.0
Asian/Pacific Islander	535	994	1,158	1,267	1,380	1,480	176.6
American Indian/Alaskan Native	368	364	356	361	409	443	20.4
(Percent)							Change in percentage points
Total	100.0	100.0	100.0	100.0	100.0	100.0	—
White	76.0	71.2	70.4	70.7	67.8	66.7	-9.3
Total minority	24.0	28.8	29.6	29.3	32.1	33.3	9.3
Black	15.5	16.2	16.1	15.2	16.2	16.5	1.0
Hispanic	6.4	9.1	9.9	10.1	11.5	12.3	5.8
Asian/Pacific Islander	1.2	2.5	2.8	3.1	3.4	3.5	2.2
American Indian/Alaskan Native	0.8	0.9	0.9	0.9	1.0	1.0	0.2

— Not applicable.

*Data are from the Common Core of Data survey.

NOTE: Because data shown in this table are taken from surveys other than the Current Population Surveys, and because survey procedures and definitions differ, they are not comparable to the data in the other tables of this indicator. Enrollment includes kindergarten and a small number of prekindergarten students.

SOURCE: U.S. Department of Education, Office for Civil Rights, Elementary and Secondary School Civil Rights Survey, 1976, 1984, 1986, 1988, and 1990; and National Center for Education Statistics, Common Core of Data survey, 1992.

Table 40-3 Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state: Fall 1992

State	Total	White ¹	Black ¹	Hispanic ¹	Asian/ Pacific Islander	American Indian/ Alaskan Native
United States	100.0	266.7	216.5	212.3	23.5	21.0
Alabama	100.0	62.7	35.6	0.3	0.6	0.8
Alaska	100.0	66.1	4.7	2.3	4.0	23.0
Arizona	100.0	60.4	4.1	26.9	1.6	7.0
Arkansas	100.0	74.4	23.9	0.7	0.7	0.3
California	100.0	43.4	8.6	36.1	11.0	0.8
Colorado	100.0	74.5	5.4	16.8	2.4	1.0
Delaware	100.0	66.8	28.1	3.2	1.7	0.2
District of Columbia	100.0	4.0	89.1	5.6	1.3	(3)
Georgia	—	—	—	—	—	—
Hawaii	100.0	23.8	2.7	5.2	68.0	0.3
Idaho	—	—	—	—	—	—
Illinois	100.0	65.1	21.2	10.7	2.8	0.1
Indiana	100.0	86.2	11.0	1.9	0.7	0.1
Iowa	100.0	93.8	2.9	1.5	1.4	0.4
Kansas	100.0	84.1	8.2	5.0	1.8	0.9
Kentucky	100.0	89.7	9.5	0.2	0.5	(3)
Louisiana	100.0	52.2	45.1	1.0	1.2	0.4
Maine	—	—	—	—	—	—
Maryland	100.0	59.8	33.6	2.7	3.7	0.3
Massachusetts	100.0	79.8	8.0	8.5	3.6	0.2
Michigan	100.0	77.8	17.4	2.4	1.3	1.0
Minnesota	100.0	89.8	3.7	1.5	3.2	1.8
Mississippi	100.0	48.3	50.6	0.2	0.5	0.4
Missouri	100.0	82.6	15.5	0.8	0.9	0.2
Montana	100.0	88.0	0.5	1.4	0.7	9.4
Nebraska	100.0	88.9	5.5	3.2	1.1	1.2
Nevada	100.0	72.0	9.1	13.1	3.9	1.9
New Hampshire	100.0	97.0	0.8	1.0	1.0	0.2
New Jersey	100.0	63.7	18.7	12.6	4.9	0.1
New Mexico	100.0	40.9	2.3	45.8	0.9	10.2
New York	100.0	58.9	20.0	16.1	4.6	0.3
North Carolina	100.0	66.1	30.2	1.1	1.0	1.6
North Dakota	100.0	90.8	0.7	0.7	0.7	7.1
Ohio	100.0	83.0	14.6	1.3	1.0	0.1
Oklahoma	100.0	72.6	10.2	3.1	1.2	13.0
Oregon	100.0	87.5	2.4	5.3	3.0	1.8
Pennsylvania	100.0	81.7	13.5	3.1	1.7	0.1
Rhode Island	100.0	82.0	6.6	8.0	3.1	0.4
South Carolina	100.0	57.3	41.4	0.5	0.6	0.2
South Dakota	100.0	86.3	0.7	0.5	0.6	0.2
Tennessee	100.0	75.8	22.9	0.4	0.8	0.1
Texas	100.0	48.4	14.3	34.9	2.2	0.2
Utah	100.0	91.7	0.6	4.3	2.0	1.4
Vermont	100.0	97.7	0.6	0.3	0.6	0.8
Virginia	100.0	68.5	25.5	2.5	3.3	0.2
Washington	100.0	80.7	4.4	6.4	6.0	2.5
West Virginia	100.0	95.4	4.0	0.2	0.4	0.1
Wisconsin	100.0	84.8	8.9	2.8	2.2	1.3
Wyoming	100.0	89.6	0.9	6.1	0.7	2.6

— Not available.

¹ Excludes persons of Hispanic origin.

² Includes estimate for nonresponding states.

³ Too few responses for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 1994, table 45.

Table 41-1 Percentage of students in schools offering various programs and services, by control of school, grade, and urbanicity: School year 1993-94

Grade and urbanicity	Bilingual Education	English as a second language	Remedial reading	Remedial math	Programs for the handicapped	Programs for the gifted and talented	Diagnostic and prescriptive services	Extended day	Medical health care services
Public									
Kindergarten	24.4	52.5	86.8	59.1	90.7	74.1	83.6	42.0	57.4
Central city	32.8	56.4	83.4	56.4	90.4	70.9	81.3	50.1	55.3
Urban fringe/large town	21.1	65.6	84.4	57.6	87.3	76.1	85.7	46.8	58.4
Rural/small town	18.8	37.3	92.2	63.0	93.9	73.5	84.1	29.8	58.7
4th grade	23.2	51.9	86.4	61.0	91.5	77.9	82.7	40.8	56.9
Central city	32.3	57.0	83.4	56.7	91.9	74.2	82.5	49.2	57.0
Urban fringe/large town	21.3	64.8	84.0	57.2	87.9	78.4	84.6	47.4	56.7
Rural/small town	16.4	36.3	91.3	68.3	94.2	81.0	81.2	27.4	56.8
8th grade	20.4	54.9	75.3	61.8	91.5	79.9	82.0	8.3	62.0
Central city	31.0	63.5	74.7	59.2	90.7	75.8	81.9	8.9	65.0
Urban fringe/large town	20.5	65.7	71.6	57.3	92.3	83.2	82.7	10.8	59.1
Rural/small town	12.0	39.0	78.8	67.6	91.5	80.4	81.4	5.9	62.2
12th grade	20.8	53.4	72.2	68.7	92.8	71.9	83.3	6.7	61.4
Central city	27.3	56.5	73.3	67.4	93.3	70.9	80.3	7.5	60.8
Urban fringe/large town	24.1	69.8	73.9	71.3	91.9	77.8	87.7	6.5	59.4
Rural/small town	12.8	37.0	70.0	67.4	93.2	67.6	81.9	6.3	63.5
Private									
Kindergarten	5.9	14.8	62.8	47.4	23.5	26.8	49.6	68.4	33.9
Central city	6.2	17.6	66.0	50.3	25.3	29.7	47.9	74.6	33.3
Urban fringe/large town	6.6	14.2	61.1	46.3	21.5	25.4	54.6	69.8	35.1
Rural/small town	3.5	5.6	56.8	39.9	21.8	22.5	45.7	47.6	33.5
4th grade	4.1	14.2	64.6	48.9	25.1	26.0	53.2	62.2	36.1
Central city	4.2	18.5	70.4	55.2	27.6	29.3	54.0	70.2	37.7
Urban fringe/large town	4.5	12.2	63.2	46.5	22.8	24.0	57.1	63.1	35.9
Rural/small town	2.7	5.3	52.7	36.3	22.3	21.7	45.5	40.1	31.7
8th grade	3.8	15.1	61.3	48.2	25.6	26.8	52.0	55.2	39.2
Central city	3.1	18.7	64.5	53.6	28.5	28.4	53.1	61.1	39.8
Urban fringe/large town	4.7	13.7	65.1	48.4	23.2	26.9	55.5	58.2	40.1
Rural/small town	3.6	7.9	49.3	34.1	23.0	22.2	45.4	35.2	35.1
12th grade	2.2	16.0	45.9	37.8	23.3	44.2	44.2	18.5	45.4
Central city	1.1	12.2	45.9	39.0	21.9	46.4	45.5	17.8	42.0
Urban fringe/large town	3.5	17.7	49.3	39.5	25.9	46.6	45.0	16.7	47.3
Rural/small town	3.1	25.0	39.0	32.6	26.0	33.6	41.9	22.5	52.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

Table 41-2 Percentage of students in schools offering various programs and services, by control of school, grade, and percentage of students receiving free or reduced-price lunch: School year 1993-94

Grade and percentage of students receiving free or reduced lunch	Bilingual education	English as a second language	Remedial reading	Remedial math	Programs for the handicapped	Programs for the gifted and talented	Diagnostic and prescriptive services	Extended day	Medical health care services
Public									
Kindergarten									
0-5	11.5	59.9	84.3	54.5	93.7	79.8	90.3	61.8	59.4
6-20	7.2	51.2	78.3	46.6	86.7	78.4	85.7	43.0	61.1
21-40	18.8	46.1	88.7	59.5	92.1	78.4	84.2	41.5	50.7
41-100	38.6	55.4	90.0	64.9	91.5	69.6	81.4	39.6	58.3
4th grade									
0-5	14.0	59.6	83.5	54.6	91.6	83.3	87.6	58.5	57.8
6-20	7.5	51.1	79.9	49.0	89.3	82.2	83.7	42.6	62.1
21-40	18.6	47.7	87.1	61.7	92.3	79.9	83.9	39.3	49.9
41-100	36.6	53.8	89.8	68.0	92.4	74.8	80.9	38.7	57.4
8th grade									
0-5	6.8	66.6	74.2	61.1	91.2	76.6	85.5	13.5	65.9
6-20	12.4	53.6	72.0	59.5	93.6	83.4	81.1	7.9	61.4
21-40	19.5	49.9	75.9	63.3	92.3	81.4	81.7	5.4	58.0
41-100	30.5	56.3	76.2	63.1	89.4	76.8	79.6	9.8	64.0
12th grade									
0-5	10.6	57.1	72.6	63.7	96.3	75.4	86.5	4.7	61.8
6-20	19.9	57.0	72.6	71.1	93.8	72.9	84.2	6.7	61.6
21-40	26.9	51.2	72.8	72.6	94.4	73.9	85.7	6.0	62.7
41-100	28.4	47.7	74.4	66.8	92.5	72.4	80.8	11.1	62.3
Private									
Kindergarten									
0-5	3.4	18.6	73.3	57.9	33.7	31.1	64.5	69.9	42.4
6-20	2.0	7.6	75.6	55.6	34.9	30.6	60.4	58.9	48.6
21-40	3.4	7.7	87.7	66.7	29.7	43.9	69.1	56.2	48.7
41-100	22.8	37.5	85.1	65.2	21.0	19.3	45.1	67.0	29.0
4th grade									
0-5	2.3	19.4	74.6	59.9	35.8	33.3	69.9	66.3	39.6
6-20	2.1	7.8	74.5	54.3	34.2	30.6	60.0	54.3	47.6
21-40	2.1	7.8	84.7	61.0	31.8	36.2	66.7	51.5	49.9
41-100	12.2	27.7	81.0	61.4	21.3	16.5	45.9	54.0	33.4
8th grade									
0-5	1.9	18.7	74.5	63.9	35.0	30.7	69.2	60.2	44.4
6-20	1.6	8.4	69.8	57.0	35.2	30.2	57.9	47.2	43.5
21-40	0.1	6.9	82.6	59.5	28.4	30.4	61.9	47.4	54.1
41-100	12.1	28.7	78.9	55.9	23.5	14.5	42.4	55.7	31.3
12th grade									
0-5	0.0	14.8	51.4	43.8	30.8	38.0	53.0	14.7	39.2
6-20	7.4	16.0	65.0	48.1	44.7	55.5	65.1	5.4	68.1
21-40	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
41-100	25.1	35.7	77.8	45.1	31.1	33.7	28.1	27.3	48.0

* Too few observations for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

Table 41-3 Percentage of students in public schools offering various programs and services, by grade, urbanicity, and percentage of students receiving free or reduced-price lunch: School year 1993-94

Grade, urbanicity, and percentage of students receiving free or reduced lunch	Bilingual education	English as a second language	Remedial reading	Remedial math	Programs for the handicapped	Programs for the gifted and talented	Diagnostic and prescriptive services	Extended day	Medical health care services
Kindergarten									
Central city									
0-5	3.3	52.4	84.5	54.0	92.0	70.0	95.3	51.1	59.9
6-20	6.2	39.0	67.7	29.8	87.0	79.7	83.5	48.7	59.7
21-40	24.3	58.8	76.8	51.0	94.1	82.1	80.6	61.4	45.2
41-100	45.2	60.5	89.2	64.3	89.0	65.3	80.7	47.2	57.2
Urban fringe/large town									
0-5	16.8	69.2	85.6	51.2	94.3	83.9	88.6	68.1	57.4
6-20	5.2	67.3	77.2	51.6	85.2	76.0	88.2	47.4	61.9
21-40	19.8	59.0	91.4	60.6	84.3	84.1	82.1	42.6	51.0
41-100	42.6	66.9	86.0	65.7	90.8	69.3	84.3	44.0	59.4
Rural/small town									
0-5	6.6	44.3	81.0	63.2	93.9	79.5	89.4	56.9	64.1
6-20	10.8	37.3	88.5	52.9	87.2	80.7	83.7	31.8	61.1
21-40	15.0	30.7	94.1	63.9	95.7	72.6	87.6	29.0	53.9
41-100	27.4	41.6	93.4	65.3	95.2	75.7	80.5	26.7	59.0
4th grade									
Central city									
0-5	4.2	48.7	84.6	49.8	91.3	79.1	87.1	47.1	50.5
6-20	10.1	42.3	72.7	33.7	90.7	81.4	84.7	50.6	60.8
21-40	27.1	60.8	74.8	50.8	93.9	81.8	83.0	57.9	48.0
41-100	43.8	60.9	89.5	65.8	91.5	69.6	82.4	46.2	59.9
Urban fringe/large town									
0-5	16.1	68.6	83.4	52.1	91.3	83.8	88.2	66.9	59.0
6-20	5.8	66.0	78.4	53.5	87.0	80.7	86.8	47.2	59.7
21-40	20.0	60.5	89.3	58.5	84.2	86.2	81.7	40.9	51.6
41-100	42.7	67.4	86.1	65.9	91.3	70.3	83.5	48.2	55.3
Rural/small town									
0-5	18.0	45.1	82.5	66.4	92.5	86.3	86.5	46.4	62.0
6-20	7.7	37.2	87.8	55.0	91.2	84.9	78.5	29.5	66.7
21-40	12.9	33.1	92.9	69.8	95.8	73.4	85.7	27.7	50.0
41-100	24.0	37.0	92.2	72.0	94.4	84.1	77.5	23.6	55.5

Table 41-3 Percentage of students in public schools offering various programs and services, by grade, urbanicity, and percentage of students receiving free or reduced-price lunch: School year 1993-94—Continued

Grade, urbanicity, and percentage of students receiving free or reduced lunch	Bilingual education	English as a second language	Remedial reading	Remedial math	Programs for the handi-capped	Programs for the gifted and talented	Diagnostic and pre-scriptive services	Extended day	Medical health care services
8th grade									
Central city									
0-5	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
6-20	16.0	46.2	70.2	58.7	97.7	83.1	85.9	5.4	74.0
21-40	19.8	60.5	76.5	55.6	91.9	80.7	83.1	6.9	52.9
41-100	41.6	70.3	74.7	62.7	88.2	71.1	79.2	10.5	64.9
Urban fringe/large town									
0-5	3.9	71.9	69.6	52.6	88.3	75.8	82.4	16.0	63.0
6-20	16.7	69.7	73.3	59.4	92.7	86.3	82.8	9.4	50.3
21-40	30.1	59.8	72.2	63.3	94.9	80.7	87.7	5.4	60.4
41-100	26.0	61.9	68.2	52.9	91.5	86.8	80.3	14.4	68.3
Rural/small town									
0-5	7.1	54.3	90.7	83.6	97.1	75.0	89.9	5.3	66.5
6-20	6.1	40.8	71.5	60.0	92.3	80.6	84.5	7.6	66.2
21-40	13.6	39.2	77.6	67.1	91.2	82.1	77.7	4.6	59.3
41-100	17.8	32.6	83.6	70.4	89.8	78.0	79.6	5.7	59.7
12th grade									
Central city									
0-5	3.0	39.8	74.5	57.0	94.8	69.9	84.5	4.3	58.3
6-20	22.0	57.8	74.4	73.9	96.1	75.0	80.2	7.5	59.2
21-40	35.5	60.5	76.5	73.8	96.4	71.8	83.4	4.9	60.5
41-100	42.9	64.8	77.0	68.6	95.0	74.1	83.4	13.6	68.4
Urban fringe/large town									
0-5	15.5	71.1	74.9	69.1	96.1	81.1	89.1	5.5	59.0
6-20	24.7	71.7	72.2	71.0	90.6	76.6	87.4	7.6	60.7
21-40	37.4	71.2	76.0	77.6	97.6	80.9	94.0	5.5	63.4
41-100	26.4	55.9	77.2	65.9	84.0	69.7	82.9	6.4	60.6
Rural/small town									
0-5	6.7	42.7	66.9	58.1	97.7	68.2	83.1	3.3	69.7
6-20	13.8	42.7	71.5	69.2	95.2	68.0	84.3	5.2	64.1
21-40	14.0	31.9	68.0	68.7	91.0	71.1	82.2	7.1	63.8
41-100	15.5	29.5	71.1	65.4	92.6	71.6	77.9	10.0	57.1

* Too few observations for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

Table 41-4 Percentage of students enrolled in public schools offering various programs and services, by state: School year 1993-94

State	Bilingual education	English as a second language	Remedial reading	Remedial math	Programs for the handicapped	Programs for the gifted and talented	Diagnostic and pre-prescriptive services	Extended day	Medical health care services
Total	23.2	51.9	86.4	61.0	91.5	77.9	82.7	40.8	56.9
Alabama	1.7	14.2	71.0	59.7	93.2	71.3	70.2	21.8	34.0
Alaska	65.3	70.2	78.5	70.9	93.9	85.9	90.8	22.0	68.2
Arizona	38.5	82.0	82.0	58.6	93.5	86.4	88.0	42.4	75.2
Arkansas	6.7	24.4	85.7	77.4	97.0	96.9	72.7	12.5	75.2
California	59.0	90.0	74.5	56.9	87.0	74.7	85.5	28.5	57.6
Colorado	23.8	60.9	79.7	51.6	91.3	70.3	89.7	22.9	52.5
Connecticut	12.6	64.3	92.8	78.2	91.8	56.5	91.3	26.8	79.6
Delaware	12.9	52.4	86.3	69.0	88.6	77.6	94.1	19.4	80.5
District of Columbia	18.9	42.9	87.8	68.3	77.5	84.5	67.4	43.7	56.3
Florida	28.3	66.6	62.2	52.0	94.1	75.9	79.7	43.4	47.0
Georgia	9.4	36.6	84.0	82.1	95.8	90.7	76.0	29.9	27.6
Hawaii	44.7	95.1	77.5	54.1	98.3	93.0	82.2	66.0	47.7
Idaho	31.8	61.6	89.6	80.6	92.5	75.0	89.9	10.4	48.0
Illinois	24.0	42.7	84.6	61.3	91.8	78.2	86.8	18.4	66.1
Indiana	7.1	23.0	73.9	44.3	94.7	69.8	86.4	33.0	72.4
Iowa	5.0	29.0	77.5	45.1	93.1	96.7	85.5	12.7	74.2
Kansas	14.3	27.7	73.5	55.2	90.6	86.7	83.9	20.2	71.3
Kentucky	3.7	14.9	73.1	54.1	96.1	75.2	70.7	48.6	49.6
Louisiana	8.1	24.8	68.4	55.0	86.4	76.4	71.2	20.1	65.0
Maine	5.3	32.8	80.4	64.7	93.4	62.7	83.5	15.4	72.7
Maryland	4.2	49.1	79.2	64.7	88.9	80.6	84.7	37.4	54.3
Massachusetts	28.3	62.5	84.2	59.9	89.7	31.6	92.5	24.6	76.5
Michigan	21.1	39.3	84.5	73.1	93.0	62.9	87.2	20.2	23.3
Minnesota	6.6	45.1	84.9	80.2	94.0	75.4	85.0	31.0	65.3
Mississippi	4.6	13.3	80.5	74.7	86.1	73.0	59.3	10.7	43.9
Missouri	2.9	34.2	74.8	43.3	95.2	63.5	83.7	29.8	69.5
Montana	11.4	12.0	83.8	80.7	96.8	69.2	84.2	14.2	55.9
Nebraska	9.9	28.3	81.2	59.1	92.5	67.9	91.3	9.7	80.0
Nevada	28.7	75.8	80.1	46.6	87.6	82.5	86.0	47.0	71.7
New Hampshire	4.7	44.1	86.2	62.0	95.7	40.1	92.5	17.8	81.8
New Jersey	23.1	72.3	93.0	94.2	85.9	76.0	91.6	28.7	82.8
New Mexico	65.6	74.7	80.4	55.1	95.2	87.9	86.2	22.4	79.0
New York	30.7	76.0	95.2	80.9	88.5	56.3	84.7	20.5	62.0
North Carolina	13.9	41.0	76.1	50.2	97.1	90.5	75.1	41.3	58.2
North Dakota	8.2	28.5	82.1	66.9	94.3	34.4	85.4	15.2	27.1
Ohio	9.3	27.8	81.1	49.7	96.7	71.1	78.3	18.6	62.2
Oklahoma	18.9	37.2	78.2	58.2	97.3	92.2	78.5	16.8	42.5
Oregon	25.9	65.3	88.1	80.0	88.6	91.8	89.0	25.2	55.7
Pennsylvania	7.4	47.0	81.5	58.8	94.1	93.1	80.9	11.9	74.7
Rhode Island	8.8	59.6	91.4	39.7	86.9	50.3	96.8	7.7	77.9
South Carolina	4.1	38.1	95.8	93.9	95.9	87.8	82.9	23.8	71.6
South Dakota	6.2	17.8	81.5	72.2	93.5	93.0	83.9	9.1	70.1
Tennessee	1.5	14.4	73.6	65.8	90.9	80.2	72.7	21.1	21.1
Texas	36.1	78.9	79.8	57.5	92.7	88.2	86.3	22.1	69.9
Utah	25.2	60.5	85.5	79.9	87.8	59.8	87.1	10.1	44.3
Vermont	5.6	33.2	88.7	70.7	85.6	28.4	92.5	14.9	74.0
Virginia	6.6	52.3	84.7	58.0	97.2	93.2	82.7	20.1	55.5
Washington	15.8	64.0	84.6	81.6	87.9	65.7	84.9	17.7	58.8
West Virginia	0.0	3.8	74.2	62.3	91.5	84.6	75.0	8.1	69.3
Wisconsin	11.0	31.7	83.8	59.4	94.1	82.6	95.1	19.3	67.6
Wyoming	10.6	29.2	85.9	63.4	94.5	51.1	93.0	17.7	77.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

Note on programs and services offered in schools

The following are definitions of programs and services indicated by schools in the Schools and Staffing Survey, 1993–94.

Bilingual education: Native language is used to varying degrees in instruction of students with limited English proficiency.

English as a second language: Students with limited English proficiency are provided with intensive instruction in English.

Remedial reading: Organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of reading skills.

Remedial mathematics: Organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of mathematical skills.

Programs for the handicapped: Instruction for the mentally retarded, specific learning disabled, physically handicapped, and other handicapped.

Programs for the gifted and talented: Activities designed to permit gifted and talented students to further develop their abilities.

Diagnostic and prescriptive services: Services provided by trained professionals to diagnose learning problems of students and to plan and provide therapeutic or educational programs based upon such services.

Extended day: Before- or after-school day care programs.

Medical and health care services: Services provided by trained professionals (e.g., physician, physician assistant, nurse, or nurse practitioner) to diagnose and treat health problems of students.

Table 42-1 Number of children served in federally supported programs for the disabled, by type of disability: School years ending 1977-93

Type of disability	1977	1978	1979	1980	1981	1982	1983	1984	1985
Number served (in thousands) ¹									
All disabilities	3,692	3,751	3,889	4,005	4,142	4,198	4,255	4,298	4,315
Specific learning disabilities	796	964	1,130	1,276	1,462	1,622	1,741	1,806	1,832
Speech or language impairments	1,302	1,223	1,214	1,186	1,168	1,135	1,131	1,128	1,126
Mental retardation	959	933	901	869	829	786	757	727	694
Serious emotional disturbance	283	288	300	329	346	339	352	361	372
Hearing impairments	87	85	85	80	79	75	73	72	69
Orthopedic impairments	87	87	70	66	58	58	57	56	56
Other health impairments	141	135	105	106	98	79	50	53	68
Visual impairments	38	35	32	31	31	29	28	29	28
Multiple disabilities	—	—	50	60	68	71	63	65	69
Deaf-blindness	—	—	2	2	3	2	2	2	2
Preschool disabled ²	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)

Type of disability	1986	1987	1988	1989	1990	1991	1992	1993
Number served (in thousands) ¹								
All disabilities	4,317	4,374	4,447	4,544	4,641	44,762	44,949	5,159
Specific learning disabilities	1,862	1,914	1,928	1,987	2,050	42,130	42,234	2,364
Speech or language impairments	1,125	1,136	953	976	973	4985	4997	998
Mental retardation	660	643	582	564	548	4534	4538	532
Serious emotional disturbance	375	383	373	376	381	4390	4399	402
Hearing impairments	66	65	56	56	57	58	60	61
Orthopedic impairments	57	57	47	47	48	49	51	53
Other health impairments	57	52	45	43	52	55	58	66
Visual impairments	27	26	22	23	22	23	24	24
Multiple disabilities	86	97	77	85	86	96	497	103
Deaf-blindness	2	2	1	2	2	1	1	1
Preschool disabled ²	(3)	(3)	363	394	422	445	4484	536

— Not available.

¹ Includes students served under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) and Part B of the Individuals with Disabilities Education Act (IDEA).² Includes preschool children aged 3-5 and 0-5 served under Chapter 1 and Part B of the IDEA, respectively.³ Prior to 1987-88, these students were included in the counts by disabling condition. Beginning in 1987-88, states are no longer required to report disabled preschool students (0-5 years) by disabling condition.⁴ Revised from previously published figures.

NOTE: Counts are based on reports from the 50 states and District of Columbia only (i.e., figures from the U.S. territories are not included). Increases since 1987-88 are due in part to new legislation enacted in fall 1986, which mandates public school appropriate education services for all disabled children ages 3-5. Detail may not add to totals due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, various years.

Table 42-2 Percentage distribution of children served in federally supported programs for the disabled, by type of disability: School years ending 1977-93

Type of disability	1977	1978	1979	1980	1981	1982	1983	1984	1985
All disabilities	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100
Specific learning disabilities	21.6	25.7	29.1	31.9	35.3	38.6	40.9	42.0	42.5
Speech or language impairments	35.3	32.6	31.2	29.6	28.2	27.0	26.6	26.2	26.1
Mental retardation	26.0	24.9	23.2	21.7	20.0	18.7	17.8	16.9	16.1
Serious emotional disturbance	7.7	7.7	7.7	8.2	8.4	8.1	8.3	8.4	8.6
Hearing impairments	2.4	2.3	2.2	2.0	1.9	1.8	1.7	1.7	1.6
Orthopedic impairments	2.4	2.3	1.8	1.6	1.4	1.4	1.3	1.3	1.3
Other health impairments	3.8	3.6	2.7	2.6	2.4	1.9	1.2	1.2	1.6
Visual impairments	1.0	0.9	0.8	0.8	0.7	0.7	0.7	0.7	0.6
Multiple disabilities	—	—	1.3	1.5	1.6	1.7	1.5	1.5	1.6
Deaf-blindness	—	—	(1)	(1)	0.1	(1)	(1)	(1)	(1)
Preschool disabled ²	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)

Type of disability	1986	1987	1988	1989	1990	1991	1992	1993
All disabilities	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Specific learning disabilities	43.1	43.8	43.4	43.7	44.2	44.7	44.5	45.8
Speech or language impairments	26.1	26.0	21.4	21.5	21.0	20.7	20.1	19.3
Mental retardation	15.3	14.7	13.1	12.4	11.8	11.2	10.9	10.3
Serious emotional disturbance	8.7	8.8	8.4	8.3	8.2	8.2	8.1	7.8
Hearing impairments	1.5	1.5	1.3	1.2	1.2	1.2	1.2	1.2
Orthopedic impairments	1.3	1.3	1.1	1.0	1.0	1.0	1.0	1.0
Other health impairments	1.3	1.2	1.0	0.9	1.1	1.2	1.2	1.3
Visual impairments	0.6	0.6	0.5	0.5	0.5	0.5	0.5	0.5
Multiple disabilities	2.0	2.2	1.7	1.9	1.9	2.0	2.0	2.0
Deaf-blindness	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Preschool disabled ²	(3)	(3)	8.2	8.7	9.1	9.3	9.8	10.4

— Not available

¹ Less than 0.05.

² Includes preschool children aged 3-5 and 0-5 served under Chapter 1 of ECIA and Part B of the IDEA, respectively.

³ Prior to 1987-88, these students were included in the counts by type of disability. Beginning in 1987-88, states are no longer required to report preschool students (0-5 years) with disabilities by type of disability.

⁴ Revised from previously published figures.

NOTE: Counts are based on reports from the 50 states and District of Columbia only (i.e., figures from the U.S. territories are not included). Increases since 1987-88 are due in part to new legislation enacted in fall 1986, which mandates public school appropriate education services for all disabled children ages 3-5. Detail may not add to totals due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, various years.

Table 42-3 Children served in federally supported programs for students with disabilities, as a percentage of public K-12 enrollment,¹ by type of disability: School years ending 1977-93

Type of disability	1977	1978	1979	1980	1981	1982	1983	1984	1985
All disabilities	8.5	8.8	9.3	9.8	10.3	10.6	10.8	11.0	10.9
Specific learning disabilities	1.8	2.3	2.7	3.1	3.7	4.1	4.4	4.6	4.6
Speech or language impairments	3.0	2.9	2.9	2.9	2.9	2.9	2.9	2.9	2.9
Mental retardation	2.2	2.2	2.2	2.1	2.1	2.0	1.9	1.9	1.8
Serious emotional disturbance	0.6	0.7	0.7	0.8	0.9	0.9	0.9	0.9	0.9
Hearing impairments	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.3	0.3	0.3	0.3	0.2	0.2	0.1	0.1	0.2
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	—	0.1	0.1	0.2	0.2	0.2	0.2	0.2
Deaf-blindness	—	—	(2)	(2)	(2)	(2)	(2)	(2)	(2)
Preschool disabled ³	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)

Type of disability	1986	1987	1988	1989	1990	1991 ⁵	1992 ⁵	1993
All disabilities	10.9	10.9	11.1	11.2	11.3	11.3	11.6	11.9
Specific learning disabilities	4.7	4.8	4.8	4.9	5.0	5.1	5.2	5.5
Speech or language impairments	2.8	2.8	2.4	2.4	2.4	2.3	2.3	2.3
Mental retardation	1.7	1.6	1.4	1.4	1.3	1.3	1.3	1.2
Serious emotional disturbance	0.9	1.0	0.9	0.9	0.9	0.9	0.9	0.9
Hearing impairments	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Orthopedic impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Deaf-blindness	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
Preschool disabled ³	(4)	(4)	0.9	1.0	1.0	1.1	1.1	1.2

— Not available.

¹ Based on the enrollment in public schools, kindergarten through 12th grade, including a relatively small number of prekindergarten students.

² Less than 0.05.

³ Includes preschool children aged 3-5 and 0-5 served under Chapter 1 of ECIA and Part B of the IDEA, respectively.

⁴ Prior to 1987-88, these students were included in the counts by disabling condition. Beginning in 1987-88, states are no longer required to report disabled preschool students (0-5 years) by disabling condition.

⁵ Revised from previously published figures.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Act*, various years. U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 1994, table 3.

Table 42-4 **Distribution of students in special education programs, by type of disability, sex, and race/ethnicity of student: School years ending 1986, 1988, and 1990**

Type of disability, sex, and race/ethnicity	1986	1988	1990
Total			
All disabilities	100.0	100.0	100.0
Specific learning disabilities	46.6	47.5	48.6
Speech or language impairments	27.5	27.5	26.5
Mental retardation*	14.1	14.3	13.6
Serious emotional disturbance	6.9	5.9	6.7
Male			
All disabilities	63.8	64.7	64.2
Specific learning disabilities	32.9	33.9	34.0
Speech or language impairments	17.4	17.4	16.8
Mental retardation*	8.2	8.7	8.1
Serious emotional disturbance	5.3	4.7	5.3
Female			
All disabilities	31.3	31.6	31.1
Specific learning disabilities	13.8	14.2	14.7
Speech or language impairments	10.1	10.3	9.5
Mental retardation*	5.9	5.9	5.5
Serious emotional disturbance	1.5	1.2	1.4
White			
All disabilities	66.0	66.7	65.1
Specific learning disabilities	33.1	34.3	34.0
Speech or language impairments	20.2	20.5	19.2
Mental retardation*	8.2	7.7	7.2
Serious emotional disturbance	4.4	4.2	4.7
Black			
All disabilities	18.8	17.5	18.4
Specific learning disabilities	7.8	7.3	8.1
Speech or language impairments	4.4	4.0	4.2
Mental retardation*	4.7	4.9	4.6
Serious emotional disturbance	1.8	1.3	1.5
Hispanic			
All disabilities	8.1	8.8	9.6
Specific learning disabilities	4.7	4.8	5.4
Speech or language impairments	2.1	2.1	2.3
Mental retardation*	0.8	1.5	1.5
Serious emotional disturbance	0.5	0.3	0.4

* Includes both those students classified as Educably Mentally Retarded (EMR) and Trainably Mentally Retarded (TMR).

NOTE: The National Summaries from the Elementary and Secondary School Civil Rights Survey includes data for the four disability categories shown in this table and does not include data for the other disability categories shown on other tables in this indicator. Therefore, the "All disabilities" category shown here includes the following four disability categories: specific learning disabilities, speech or language impairments, mental retardation, and serious emotional disturbance.

SOURCE: U.S. Department of Education, Office for Civil Rights, *National Summaries from the Elementary and Secondary School Civil Rights Survey*, various years.

Table 42-5 Percentage of public school children with disabilities served in various school environments, by type of disability and classroom environment: School years ending 1986-92

Type of disability	1986	1987	1988	1989	1990	1991	1992
Regular class/resource room combined in regular school							
All disabilities	69.0	69.2	69.0	69.6	69.2	69.3	71.2
Specific learning disabilities	77.8	76.8	76.7	77.5	76.8	76.2	78.8
Speech or language impairments	94.7	93.9	94.6	94.6	94.6	92.8	94.6
Mental retardation	28.8	29.8	29.2	28.0	26.5	30.4	30.5
Serious emotional disturbance	44.1	46.0	45.5	44.2	43.5	45.9	43.6
Hearing impairments	43.8	46.9	45.4	48.2	45.3	46.6	47.6
Orthopedic impairments	48.0	47.5	45.7	47.8	48.6	51.7	53.4
Other health impairments	47.6	59.0	51.5	50.3	53.4	57.8	62.9
Visual impairments	62.6	62.3	63.1	65.0	62.8	65.3	60.8
Deaf-blindness	20.6	24.3	20.1	21.4	20.5	23.8	24.3
Multiple disabilities	26.0	26.1	15.2	17.0	24.6	16.9	12.1
Separate class in regular school							
All disabilities	24.4	24.8	24.7	24.2	24.8	25.1	23.5
Specific learning disabilities	20.8	21.2	21.8	21.0	21.7	22.4	20.1
Speech or language impairments	3.7	4.1	3.8	3.8	3.8	5.6	3.9
Mental retardation	57.3	58.4	58.0	58.3	61.5	58.3	59.2
Serious emotional disturbance	36.1	36.8	34.5	35.8	37.1	35.8	36.9
Hearing impairments	32.5	32.9	35.1	33.4	31.6	32.8	31.3
Orthopedic impairments	31.0	33.4	32.0	33.7	35.0	33.1	34.4
Other health impairments	24.8	19.9	18.8	19.6	24.5	26.3	21.5
Visual impairments	19.2	21.9	21.0	20.6	21.3	19.9	19.6
Deaf-blindness	44.5	48.2	46.6	46.8	44.1	42.8	47.1
Multiple disabilities	22.2	37.5	36.9	29.6	30.4	32.0	36.5

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, various years.

Table 42-6 Ratio of the number of students with disabilities to the number of special education teachers who serve them, by type of disability: Selected school years ending 1977-92

Type of disability	1977	1978	1979	1980	1981	1982	1983	1990	1991	1992
All disabilities	21:1	19:1	19:1	18:1	18:1	18:1	18:1	16:1	16:1	16:1
Specific learning disabilities	18:1	18:1	18:1	17:1	17:1	19:1	21:1	23:1	22:1	23:1
Speech or language impairments	71:1	62:1	64:1	49:1	48:1	56:1	58:1	25:1	25:1	23:1
Mental retardation	14:1	12:1	13:1	13:1	12:1	12:1	13:1	13:1	12:1	12:1
Serious emotional disturbance	13:1	14:1	13:1	12:1	13:1	14:1	13:1	14:1	13:1	14:1
Hearing impairments	10:1	10:1	9:1	9:1	10:1	9:1	9:1	9:1	9:1	9:1
Orthopedic impairments	16:1	18:1	12:1	14:1	13:1	12:1	13:1	15:1	15:1	14:1
Other health impairments	28:1	26:1	21:1	21:1	31:1	22:1	16:1	19:1	19:1	27:1
Visual impairments	11:1	10:1	8:1	9:1	9:1	10:1	9:1	8:1	8:1	8:1
Multiple disabilities	—	—	—	15:1	13:1	13:1	12:1	11:1	13:1	13:1
Deaf-blindness	—	—	—	3:1	8:1	5:1	2:1	4:1	4:1	7:1

— Not available.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, various years.

Table 43-1 Percentage of high school seniors participating in extracurricular activities, by activity and selected school characteristics: 1992

School characteristic	Extracurricular activity									
	Any activity ¹	Varsity sports	Intramural sports	School music group	School play or musical	Year-book or newspaper	Academic clubs	Student government	School service clubs	School vocational club
Total	82.0	35.8	29.2	19.8	15.4	18.8	25.1	15.4	13.9	17.7
Control of school										
Public	82.0	35.0	28.4	19.8	15.0	16.9	25.1	15.0	13.6	19.4
Catholic	88.3	40.5	38.6	12.0	14.2	28.0	26.4	14.5	17.3	2.4
Other private	95.8	50.9	35.6	31.6	26.5	46.9	24.4	27.8	15.3	2.9
Poverty level ²										
0-5 percent	84.0	38.2	31.7	20.0	15.9	21.1	25.7	15.8	14.9	10.4
6-20 percent	83.8	36.9	28.8	20.1	14.6	16.4	26.4	16.6	14.6	19.2
21-40 percent	83.1	35.0	27.9	20.2	16.4	18.6	25.4	14.4	13.7	22.3
41 percent or higher	80.6	31.4	26.8	20.5	13.2	19.1	23.3	15.1	12.9	25.2
Percent minority students										
Less than 20%	84.4	37.5	29.5	21.7	15.9	19.2	25.8	15.6	13.2	18.6
20% or more	81.4	34.0	28.6	18.0	14.5	17.8	24.8	15.1	15.7	18.1
Urbanicity										
Urban	82.1	33.6	30.0	18.2	15.4	21.1	24.8	15.4	17.0	12.1
Suburban	81.2	36.3	29.2	18.4	14.7	18.0	24.8	15.9	12.8	13.7
Rural	85.9	37.3	28.8	23.1	16.5	17.9	26.0	14.9	12.5	28.0
Geographic region										
Northeast	83.4	39.9	30.2	20.5	16.7	28.2	23.0	15.3	13.1	8.1
Midwest	84.1	37.7	29.3	23.7	17.8	18.2	25.4	14.9	10.5	18.4
South	84.0	34.3	28.6	17.2	13.8	15.0	28.2	15.3	17.4	27.2
West	78.8	32.3	29.3	18.3	13.9	16.6	21.6	16.7	13.2	10.0

¹ Any activity is a measure of the percentage of students who reported that they participated in at least one activity during the school year.

² Students receiving free or reduced-price lunches.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up, Student Survey, 1992.

Table 43-2 Percentage of high school seniors participating in extracurricular activities, by activity and selected student characteristics: 1992

Characteristic	Extracurricular activity									
	Any activity ¹	Varsity sports	Intramural sports	School music group	School play or musical	Year-book or newspaper	Academic clubs	Student government	School service clubs	School vocational club
Total	82.8	35.8	29.2	19.8	15.4	18.8	25.1	15.4	13.9	17.7
Family income										
Less than \$10,000	77.3	32.4	25.6	18.8	12.6	14.0	20.2	12.2	10.7	26.6
\$10,000–19,999	78.0	30.5	27.5	18.1	12.8	15.7	20.7	14.0	9.8	21.5
\$20,000–34,999	82.5	31.9	26.2	20.8	17.1	16.7	26.6	12.5	13.4	22.5
\$35,000–49,999	85.3	36.5	29.4	21.4	15.5	18.1	26.8	16.9	13.7	17.1
\$50,000–74,999	86.0	40.5	31.3	20.3	16.1	21.1	25.4	17.1	15.4	14.0
More than \$75,000	89.5	45.4	33.1	21.7	17.9	25.6	29.7	20.5	19.2	9.4
Parent's highest education level										
Less than high school graduate	74.1	26.2	21.1	16.3	9.6	13.5	19.5	11.2	6.9	22.6
High school graduate	79.5	31.5	27.1	18.9	13.9	15.7	19.6	11.6	9.0	22.1
Some college	82.7	35.1	29.0	19.9	15.0	16.8	24.5	15.5	13.5	20.5
College graduate	89.0	43.2	32.1	22.9	19.2	25.0	30.8	19.5	19.1	9.9
Achievement quartile ²										
First (low)	75.3	35.2	32.4	17.9	11.8	12.0	18.1	10.8	10.2	25.0
Second	79.5	34.6	30.6	17.7	11.9	14.5	20.1	12.0	10.7	22.3
Third	85.7	35.6	30.8	20.7	15.2	19.4	26.3	16.6	13.7	17.9
Fourth (high)	91.7	40.4	27.0	23.2	22.0	27.9	37.1	20.2	20.2	11.4

¹ Any activity is a measure of the percentage of students who reported that they had participated in at least one activity during the school year.

² The achievement quartile was measured on the NELS:88 base year test. This comparison is on participation in extracurricular activities in the 12th grade as it relates to achievement in the 8th grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up, Student and Parent Surveys.

Table 43-3 Percentage of eighth-graders participating in extracurricular activities, by activity and selected characteristics: 1988

Characteristic	Extracurricular activity							
	Any activity ¹	Varsity sports	Intramural sports	School music group	School play or musical	Yearbook or newspaper	Academic clubs	Hobby clubs
Total	84.3	47.9	42.4	40.1	8.8	21.8	25.0	15.5
Sex								
Male	84.1	53.8	46.9	31.2	6.8	19.8	24.8	17.1
Female	84.5	42.1	38.2	48.7	10.7	23.7	25.3	13.9
Race/ethnicity								
White	85.0	48.4	42.2	36.9	7.7	20.7	22.5	14.1
Black	85.7	48.3	45.0	31.4	12.0	28.0	36.2	22.4
Hispanic	78.0	44.4	39.5	42.7	11.4	20.7	27.1	15.6
Asian/Pacific Islander	85.6	43.1	47.3	41.3	11.0	25.1	32.1	16.7
American Indian/ Alaskan Native	76.8	46.6	44.2	32.0	9.7	21.5	26.7	20.6
SES quartile²								
Lowest	77.6	41.5	37.7	34.0	7.9	20.9	25.4	16.1
Middle	84.5	48.2	42.4	20.5	8.3	21.2	24.3	15.4
Highest	90.1	53.1	47.0	44.2	10.5	23.7	26.0	15.1

¹ Any activity is a measure of the percentage of students who reported that they had participated in at least one of the listed activities during the school year. This category includes only those activities shown in this table and cannot be compared to the "any activity" category in tables 43-1 or 43-2.

² SES quartiles provide a relative measure of the socioeconomic status of families. The middle two quartiles were collapsed, creating a three-level SES scale with the values "lowest" (lowest quartile), "middle" (the two middle quartiles), and highest (highest quartile). See Glossary for further explanation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year, Student Survey, 1988.

Table 43-4 Percentage of high school sophomores participating in extracurricular activities, by activity and selected characteristics: 1990

Characteristic	Extracurricular activity							
	Any activity ¹	Varsity sports	Intramural sports	School music group	School play or musical	Yearbook or newspaper	Academic clubs	Hobby clubs
Total	83.4	53.9	19.8	20.9	11.0	8.8	30.1	7.2
Sex								
Male	83.8	59.5	20.7	15.0	8.4	6.8	26.7	7.6
Female	82.9	47.7	18.8	26.8	13.6	10.8	33.5	6.7
Race/ethnicity								
White	84.6	56.7	19.0	21.7	11.0	8.5	31.1	7.4
Black	83.2	51.0	22.3	22.3	12.1	10.5	25.1	5.2
Hispanic	75.7	40.7	18.7	14.1	9.2	7.3	26.7	6.4
Asian/Pacific Islander	83.2	51.5	27.6	20.1	13.0	12.7	35.9	11.5
American Indian/ Alaskan Native	80.4	46.1	20.1	19.5	9.8	13.1	31.2	7.2
SES quartile²								
Lowest	75.9	36.9	16.6	18.0	9.0	7.3	24.4	5.6
Middle	83.4	56.2	21.2	21.2	11.1	8.4	30.8	6.9
Highest	91.0	67.4	21.4	23.5	12.7	11.1	34.7	9.2

¹ Any activity is a measure of the percentage of students who reported that they had participated in at least one activity during the school year. This category includes only those activities shown in this table and cannot be compared to the "any activity" category in tables 43-1 or 43-2.

² SES quartiles provide a relative measure of the socioeconomic status of families. The middle two quartiles were collapsed, creating a three-level SES scale with the values "lowest" (lowest quartile), "middle" (the two middle quartiles), and highest (highest quartile). See Glossary for further explanation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, First Follow-up, Student Survey, 1990.

Table 44-1 Percentage of 12th-grade students whose parents reported that school personnel contacted them at least once during the current school year for various reasons, by race/ethnicity: 1992

Reason school personnel contacted parents	Racial/ethnic group					
	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Discuss:						
Student's academic performance	52.7	52.9	49.0	55.8	47.5	61.6
Student's academic program	43.8	44.0	44.6	41.7	38.5	54.7
Student's post-high school plans	37.1	37.2	38.2	35.8	33.2	44.5
Student's attendance	37.0	36.7	34.3	39.7	42.0	40.2
Student's behavior	20.1	18.7	29.2	19.4	17.4	28.1
Request parent volunteer time at school	55.0	58.5	52.0	38.6	47.0	42.4
Inform parents how to help student with school work	22.3	21.3	29.7	20.4	21.4	29.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up, Parent Survey, 1992.

Table 44-2 Percentage of 12th-grade students whose parents reported that school personnel contacted them at least once for various reasons during the current school year, by parents' highest education level: 1992

Reason school personnel contacted parents	Parents' highest education level				
	Total	No high school diploma	High school diploma	Some college	College degree
Discuss:					
Student's academic performance	52.7	45.8	51.6	53.3	54.2
Student's academic program	43.8	40.5	40.2	42.8	48.3
Student's post-high school plans	37.1	31.6	31.4	34.3	45.9
Student's attendance	37.0	33.1	39.5	36.4	37.0
Student's behavior	20.1	18.6	22.9	22.0	16.2
Request parent volunteer time at school	55.0	31.3	42.3	54.8	69.6
Inform parents how to help student with school work	22.3	20.4	22.6	21.1	24.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up, Parent Survey, 1992.

Table 44-3 Percentage of 12th-grade students in public schools whose parents reported that school personnel contacted them at least once during the current school year for various reasons, by percentage of students receiving free or reduced-price lunch and urbanicity: 1992

Percentage receiving free or reduced-price lunch and urbanicity	Reason school personnel contacted parents						Inform parent how to help student
	Student's academic performance	Student's academic program	Student's post-high school plans	Student's attendance	Student's behavior	Request parent volunteers	
Total	52.7	43.8	37.1	37.0	20.1	55.0	22.3
Percent of students receiving free or reduced-price lunch							
0-5 percent	56.5	46.6	38.7	43.9	20.7	57.8	24.2
6-20 percent	52.5	43.2	34.3	38.3	20.1	54.0	20.7
21-40 percent	48.8	38.8	33.5	35.3	19.1	50.7	20.0
41 percent or higher	48.8	38.7	32.8	37.8	20.4	42.4	18.6
Urbanicity							
Urban	51.1	41.6	33.0	43.9	19.4	47.9	24.5
Suburban	54.6	45.4	37.3	39.9	21.3	53.6	21.6
Rural	49.3	38.8	33.6	33.0	18.4	53.9	18.1
Poverty* within urbanicity							
Urban							
Low	49.3	45.2	31.5	49.1	18.6	61.3	23.9
Low-middle	55.7	45.1	32.2	47.8	21.3	55.0	29.8
Middle-high	47.3	41.5	34.6	39.9	18.0	44.0	23.2
High	51.8	36.7	32.3	43.1	20.8	36.9	21.4
Suburban							
Low	58.6	47.6	40.7	44.4	22.0	58.5	24.1
Low-middle	52.6	44.9	36.7	38.2	21.3	52.3	19.9
Middle-high	52.0	38.3	32.0	34.4	20.5	50.7	21.3
High	49.3	49.3	33.7	39.0	20.9	42.9	17.1
Rural							
Low	53.0	43.1	35.9	36.4	16.7	51.2	24.6
Low-middle	50.5	39.5	32.0	32.8	17.5	56.0	16.4
Middle-high	47.9	37.8	33.8	33.4	18.9	54.0	17.7
High	45.5	35.5	32.8	31.9	19.9	47.8	16.5

* Poverty level is defined as the percentage of students who participate in the free lunch program. Low poverty means 0-5 percent of students are on free lunch, low-middle means 6-20 percent, middle-high means 21-40 percent, and high poverty level means over 40 percent of the students participate in the free lunch program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up, Parent Survey, 1992.

Table 44-4 Percentage of 12th-grade students whose parents reported that school personnel contacted them at least once during the current school year for various reasons, by achievement quartile: 1992

Reason school personnel contacted parents	Total	Achievement quartile*			
		First	Second	Third	Fourth
Discuss:					
Student's academic performance	52.7	56.9	53.8	50.3	50.2
Student's academic program	43.8	44.2	39.9	42.8	45.3
Student's post-high school plans	37.1	34.0	32.4	36.5	45.5
Student's attendance	37.0	38.5	37.2	37.4	32.5
Student's behavior	20.1	31.2	20.4	15.6	12.7
Request parent volunteer time at school	55.0	42.9	49.5	58.6	68.0
Inform parents how to help student with school work	22.3	26.4	22.5	21.2	21.0

* The achievement quartiles are taken from a composite test score taken in 12th grade. The first quartile is the lowest quartile, and the fourth quartile is the highest.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up, Parent Survey, 1992.

Table 44-5 Percentage of 12th-grade students whose parents reported that school personnel contacted them at least once during the current school year for various reasons, by school size: 1992

Reason school personnel contacted parents	Total	Number of students enrolled in school				
		0-399	400-799	800-1,199	1,200-1,599	1,600 or more
Discuss:						
Student's academic performance	52.7	54.1	52.9	50.1	52.0	53.8
Student's academic program	43.8	47.0	45.8	40.7	41.7	42.3
Student's post-high school plans	37.1	45.2	40.3	35.4	34.3	34.1
Student's attendance	37.0	24.5	31.7	38.4	37.7	46.1
Student's behavior	20.1	17.0	19.6	20.4	19.6	20.1
Request parent volunteer time at school	55.0	68.1	57.9	54.4	55.2	47.6
Inform parents how to help student with school work	22.3	22.7	21.8	22.0	22.0	21.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up, Parent Survey, 1992.

Table 45-1 Average percentage of students absent, by selected school characteristics: 1990-91

School characteristics	Total	Central city	Urban fringe/ large town	Rural/ small town
Total	5.9	6.6	6.0	5.3
Control				
Public	6.1	7.3	6.2	5.5
Private	4.9	5.1	5.4	4.2
Public level				
Elementary	5.3	6.0	5.4	4.7
Middle/junior high	6.6	8.0	6.6	5.8
Senior high	8.2	11.5	8.8	7.1
Combined	7.5	12.2	7.9	6.1
Private level				
Elementary	5.0	5.0	5.6	4.2
Middle/junior high	—	—	—	—
Senior high	4.9	5.5	5.0	3.3
Combined	4.9	5.2	4.9	4.6
Public school size				
Elementary				
Less than 300	5.4	6.9	6.6	4.8
300-499	5.0	5.4	5.2	4.6
500 or more	5.4	6.2	5.0	4.8
Middle/junior high				
Less than 400	6.1	9.2	8.5	5.3
400-699	6.3	7.5	5.8	6.1
700 or more	7.3	8.1	6.8	6.5
Senior high				
Less than 500	8.3	14.5	12.8	7.2
500-999	7.4	10.6	7.6	6.7
1000 or more	8.9	10.6	7.9	7.9
Combined				
Less than 300	8.8	13.2	9.2	7.0
300-499	6.0	—	—	4.9
500 or more	5.7	7.8	4.6	5.4
Public school percent minority				
Elementary				
Less than 20 percent	4.7	4.6	4.8	4.7
20 percent or more	6.0	6.5	6.2	5.0
Middle/junior high				
Less than 20 percent	5.6	5.8	5.7	5.5
20 percent or more	7.6	8.7	7.8	6.2
Senior high				
Less than 20 percent	7.0	7.5	7.8	6.8
20 percent or more	10.4	13.0	10.1	8.3
Combined				
Less than 20 percent	5.3	6.8	6.6	5.0
20 percent or more	9.9	13.8	9.0	8.1

**Table 45-1 Average percentage of students absent, by selected school characteristics:
1990-91—Continued**

School characteristics	Total	Central city	Urban fringe/ large town	Rural/ small town
Public school percent free or reduced-price lunch				
Elementary				
0-5 percent	5.0	6.1	4.7	5.0
6-20 percent	4.6	4.3	4.8	4.6
21-40 percent	4.7	5.1	5.2	4.4
41-100 percent	6.1	6.8	6.7	5.1
Middle/junior high				
0-5 percent	4.8	—	4.7	—
6-20 percent	5.8	5.9	6.1	5.5
21-40 percent	6.1	7.1	6.6	5.4
41-100 percent	8.1	9.8	8.7	6.6
Senior high				
0-5 percent	7.0	10.7	7.4	5.8
6-20 percent	7.4	8.7	9.2	6.4
21-40 percent	7.8	12.8	8.3	6.6
41-100 percent	9.6	14.4	10.6	7.4
Combined				
0-5 percent	—	—	—	—
6-20 percent	6.7	—	—	6.0
21-40 percent	5.7	—	—	5.1
41-100 percent	8.5	15.0	9.9	5.8

—Too few sample observations for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher and School Questionnaires).

Table 45-2 Percentage of teachers who reported that student absenteeism, student tardiness, and students' cutting class were serious problems in their schools, by selected school characteristics: 1990-91

School characteristics	Absenteeism				Tardiness				Cutting class			
	Total	Central city	Urban fringe/ large town	Rural/ small town	Total	Central city	Urban fringe/ large town	Rural/ small town	Total	Central city	Urban fringe/ large town	Rural/ small town
Total	12.7	17.5	11.6	10.1	10.2	15.5	9.5	6.9	4.1	6.9	3.6	2.4
Control												
Public	14.1	20.7	13.0	10.6	11.2	18.1	10.5	7.1	4.6	8.2	4.0	2.5
Private	2.6	2.9	2.3	2.8	3.4	3.7	2.6	3.3	0.7	0.8	0.4	1.1
Public level												
Elementary	6.1	10.5	4.9	3.7	4.6	8.9	4.2	2.0	0.4	0.8	0.1	0.3
Middle/junior high	12.7	19.1	11.1	8.9	12.2	21.8	8.9	7.3	4.1	8.7	3.0	1.4
Senior high	28.8	44.4	27.5	21.9	21.7	35.7	21.6	14.7	11.9	24.3	11.0	6.3
Combined	13.3	20.9	12.8	11.4	10.6	14.6	13.6	8.5	3.7	5.8	5.5	2.5
Private level												
Elementary	1.0	1.3	0.9	0.5	1.6	2.3	1.1	1.2	0.2	0.2	0.1	0.3
Middle/junior high	0.0	—	—	—	6.2	—	—	—	0.0	—	—	—
Senior high	5.4	5.4	5.2	5.3	6.1	7.2	4.6	4.4	1.4	1.5	1.3	1.3
Combined	3.6	3.5	3.0	4.7	4.0	3.1	4.0	5.1	1.2	1.2	0.7	2.2
Public school size												
Elementary												
Less than 300	3.9	7.1	3.1	3.3	2.1	3.6	2.7	1.6	0.1	0.1	0.0	0.2
300-499	5.3	10.2	3.4	3.5	4.2	7.6	3.4	2.7	0.3	0.5	0.0	0.4
500 or more	7.4	11.1	6.4	4.1	5.8	10.3	5.1	1.6	0.6	1.1	0.2	0.4
Middle/junior high												
Less than 400	9.1	13.4	10.2	8.2	7.6	19.8	6.1	6.1	2.0	6.7	2.5	1.2
400-699	11.1	19.6	7.6	9.0	9.3	18.2	5.2	7.5	2.5	8.6	0.3	0.8
700 or more	15.2	19.4	13.9	9.4	16.0	23.6	12.2	8.2	6.1	8.9	5.1	2.8
Senior high												
Less than 500	18.8	31.3	31.2	16.8	12.4	25.9	20.8	10.7	4.5	14.6	9.2	3.4
500-999	23.2	32.5	22.3	21.7	17.2	27.7	18.9	14.2	7.3	13.8	7.1	5.9
1,000 or more	36.0	47.6	28.9	31.1	28.0	38.0	22.5	22.3	17.5	27.0	12.4	12.0
Combined												
Less than 300	14.2	21.8	9.4	11.5	10.3	13.6	2.1	10.6	2.4	4.1	2.3	1.5
300-499	8.9	10.6	11.2	7.7	9.3	2.3	18.9	5.3	3.8	1.5	9.2	1.4
500 or more	16.0	22.3	17.4	14.0	11.8	19.4	14.0	9.3	4.7	9.3	2.5	4.0
Public school percent minority												
Elementary												
Less than 20 percent	2.8	3.2	2.3	3.1	2.2	3.9	2.7	1.4	0.2	0.2	0.1	0.2
20 percent or more	9.7	12.7	8.2	5.4	7.5	10.4	6.0	3.4	0.7	1.0	0.1	0.8
Middle/junior high												
Less than 20 percent	7.6	10.5	6.8	7.4	4.9	7.7	4.4	4.5	0.9	1.6	1.2	0.4
20 percent or more	17.6	21.5	17.5	11.2	19.2	25.7	15.7	11.6	7.3	10.6	5.7	3.2
Senior high												
Less than 20 percent	19.2	24.3	19.7	18.1	14.1	19.5	16.5	11.9	5.2	10.5	6.1	3.9
20 percent or more	41.6	51.2	37.3	32.7	31.8	41.2	28.0	22.5	20.8	29.0	17.2	13.2
Combined												
Less than 20 percent	10.6	12.9	11.8	10.2	7.9	11.0	9.9	7.2	1.7	6.6	1.7	1.3
20 percent or more	16.7	23.1	13.5	14.0	13.9	15.6	16.1	11.3	6.1	5.6	8.1	5.3

Table 45-2 Percentage of teachers who reported that student absenteeism, student tardiness, and students' cutting class were serious problems in their schools, by selected school characteristics: 1990-91—Continued

School characteristics	Absenteeism				Tardiness				Cutting class			
	Total	Central city	Urban fringe/large town	Rural/small town	Total	Central city	Urban fringe/large town	Rural/small town	Total	Central city	Urban fringe/large town	Rural/small town
Public school percent free or reduced-price lunch												
Elementary												
0-5 percent	1.5	7.0	0.4	0.8	1.3	2.7	1.4	0.0	0.0	0.1	0.0	0.0
6-20 percent	1.7	1.3	1.5	2.2	2.4	3.1	2.6	1.8	0.2	0.0	0.1	0.3
21-40 percent	3.9	4.7	3.5	3.8	2.7	4.3	3.8	1.5	0.3	0.3	0.3	0.4
41-100 percent	10.9	14.5	13.4	5.1	7.9	11.9	8.5	2.8	0.7	1.2	0.1	0.3
Middle/junior high												
0-5 percent	3.7	3.8	2.1	8.5	1.9	9.8	0.0	1.6	0.2	1.5	0.0	0.0
6-20 percent	7.9	9.1	8.6	6.5	5.7	11.8	4.7	3.9	1.2	1.9	1.8	0.2
21-40 percent	11.3	15.6	14.3	6.7	10.7	12.9	12.0	8.5	2.6	4.9	2.0	1.5
41-100 percent	22.4	27.2	22.9	15.1	24	32.9	24.3	10.8	10.1	14.7	10.5	3.3
Senior high												
0-5 percent	17.2	27.4	17.4	13.8	15.8	22.7	17.4	11.3	5.7	15.8	6.0	2.5
6-20 percent	26.3	33.2	29.7	21.0	19.3	28.9	21.4	13.9	9.8	16.0	12.3	5.5
21-40 percent	38.1	57.6	43.8	24.6	26.8	41.6	33.1	15.8	16.0	31.1	17.8	6.6
41-100 percent	40.1	55.4	42.0	28.4	32.0	49.2	33.2	19.0	21.4	35.5	18.7	11.8
Combined												
0-5 percent	5.2	—	3.3	9.2	6.7	—	7.4	3.5	0.6	—	0.0	1.1
6-20 percent	11.3	19.8	16.0	6.8	9.4	19.0	8.8	5.9	3.8	9.8	3.2	1.7
21-40 percent	11.8	3.3	12.1	12.4	8.1	0.7	7.4	8.8	1.6	1.6	1.6	1.6
41-100 percent	16.3	29.4	13.8	12.8	13.1	16.0	18.0	9.8	5.3	5.5	8.4	3.8

—Too few sample observations for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher and School Questionnaires).

Table 46-1 Percentage of the eighth-grade class of 1988 who changed schools after entering first grade and before the middle of eighth grade and between the middle of eighth grade and Spring 1992, by selected background characteristics

Background characteristics in 1988	Total	Number of school changes after entering first grade and before the middle of eighth grade		Number of school changes between the middle of eighth grade and Spring 1992	
		Less than 2	2 or more	Less than 2	2 or more
(Percent)					
Parents' highest education level					
Less than high school	10.8	63.9	36.1	87.4	12.6
High school diploma/GED	20.7	70.6	29.4	90.5	9.5
Some college	41.1	69.2	30.8	90.7	9.3
College graduate/higher	27.4	71.0	29.0	91.0	9.0
Socioeconomic status quartile					
Lowest	24.4	64.9	35.1	88.1	11.9
Second	24.7	69.9	30.1	90.7	9.3
Third	25.1	69.5	30.5	90.4	9.6
Highest	25.8	72.8	27.2	91.5	8.5

NOTE: Mobility measures the number of times a student changed schools, excluding changes due to a single grade or level promotion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988) and Second Follow-up (1992) Surveys.

Description of sources and definitions for student mobility

The tables and graphs in the student mobility indicator are based on data collected in the Base Year (1988) and Second Follow-up (1992) Surveys of the National Education Longitudinal Study of 1988 (NELS:88). The sample generated for this analysis consists of students who attended the eighth grade in 1988. These students and their parents were surveyed in 1988, and were resurveyed at 2-year intervals for each of the follow-up surveys.

For these analyses, students are classified according to the number of school changes they made after entering first grade and before the middle of eighth grade, and between the middle of eighth grade and spring 1992.

Student Mobility Before the Eighth Grade

This indicator classifies students according to whether or not they changed schools two or more times after entering first grade and before the middle of eighth grade. The data used to determine this index are derived from the NELS Parent Survey of 1988, where the parent was asked: "How many times has your eighth grader changed schools since he or she entered first grade? Do not count changes that occurred as a result of promotion to one grade or level or a move from one elementary school building to a middle school building in the same district."

Student Mobility During the Eighth Grade and After

This indicator classifies students according to whether or not they changed schools two or more times between the middle of eighth grade and spring 1992. The data used to determine this index are derived from the Student Survey of the Second Follow-up of 1992, where the student was asked: "How many times have you changed schools since January 1, 1988? Do not count changes that occurred as a result of promotion to one grade or level or a move from a middle school building to a high school building in the same district."

Background Characteristics Included

The tables and graphs show mobility patterns for students according to three background variables: race ethnicity, family composition, and family income. Data on these characteristics are derived from the Base Year survey conducted in 1988.

Race/Ethnicity

Students were classified into five racial/ethnic groups:

- White
- Black
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native

Family Composition

Student responses about family composition at the time of the 1988 survey were classified into five groups:

- Living with mother and father
- Living with mother and an adult male, other than a biological father
- Living with father and an adult female, other than a biological mother
- Living with mother only
- Living with father only or in some other family arrangement

Family Income

Parent responses concerning annual family income at the time of the 1988 survey were classified into five categories:

- Less than \$10,000
- \$10,000–\$19,999
- \$20,000–\$34,999
- \$35,000–\$49,999
- \$50,000 or more

Table 47-1 Percentage of high school seniors who reported being victimized at school, by type of victimization: 1976–93

Year	Had something stolen	Property deliberately damaged	Injured with a weapon	Threatened with a weapon	Injured without a weapon	Threatened without a weapon
1976	38.5	25.8	5.7	12.5	13.6	21.3
1977	39.7	24.9	4.8	12.2	11.1	20.7
1978	37.8	25.3	4.6	11.6	12.2	20.0
1979	33.6	24.2	4.8	11.9	12.2	20.2
1980	34.1	25.1	4.5	10.9	11.1	19.3
1981	39.8	30.6	6.6	14.8	14.6	23.7
1982	38.2	25.7	4.6	11.9	12.1	21.1
1983	39.0	25.5	4.9	13.0	14.0	24.3
1984	38.0	24.2	4.0	11.9	12.5	22.9
1985	39.1	26.9	5.9	13.5	14.2	24.6
1986	40.2	25.9	5.4	13.2	13.8	24.8
1987	42.0	26.6	4.9	12.4	15.5	24.8
1988	42.2	27.5	4.7	12.5	13.5	23.7
1989	40.1	26.6	5.6	13.6	14.0	24.0
1990	41.6	29.4	5.8	13.2	13.6	25.1
1991	41.7	28.3	6.5	16.3	15.3	25.8
1992	37.1	26.4	5.1	14.0	12.8	24.6
1993	41.4	25.8	4.7	15.6	11.4	23.1

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

Table 47-2 Percentage of eighth-grade students who reported that violence is a serious problem in their school, by type of violence and student and school characteristics: 1988

Characteristic	Physical conflicts among students	Robbery or theft	Vandalism of school property	Student possession of weapons	Physical abuse of teachers	Verbal abuse of teachers
Total	16.6	13.5	14.5	11.3	7.9	11.5
Sex						
Male	14.9	13.1	14.4	11.9	7.8	11.9
Female	18.3	13.9	14.6	10.7	8.0	11.1
Race/ethnicity						
White	14.7	11.9	12.8	9.7	7.0	10.9
Black	25.6	20.1	19.5	16.8	9.6	14.1
Hispanic	17.8	14.3	17.6	13.7	10.4	13.0
Asian/Pacific Islander	17.6	16.5	20.1	14.3	11.7	11.4
American Indian/Alaskan Native	21.9	18.2	20.0	16.9	9.2	12.3
Urbanicity						
Urban	20.1	16.0	17.7	13.4	8.9	12.9
Suburban	15.7	12.2	13.7	10.7	7.8	11.7
Rural	15.2	13.2	13.1	10.4	7.3	10.2
Size of school						
Less than 400	10.0	9.8	10.4	8.5	6.6	9.0
400-599	16.2	13.0	14.9	10.4	7.8	11.5
600-799	18.2	14.7	14.6	11.7	8.6	12.1
800-999	20.5	15.6	16.5	13.2	8.5	12.6
1,000 or more	21.5	16.1	8.1	14.6	8.7	13.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988), Student Survey.

Table 47-3 Percentage of 12th-graders who reported incidences of violence or crime at school, by type of violence or crime and selected student and school characteristics: 1992

Characteristic	Percent of students who strongly agree:			Percent of students who reported during the first semester:			
	They don't feel safe at school	Fights often occur between different racial/ethnic groups	There are many gangs at school	They had something stolen from them at school	They were threatened at school	They got into a physical fight at school	They got into a physical fight to or from school
Total	2.7	5.2	3.7	30.8	15.2	11.4	6.9
Sex							
Male	2.8	5.2	4.0	34.0	19.8	17.4	10.8
Female	2.6	5.1	3.3	27.5	10.6	5.3	3.0
Race/ethnicity							
White	2.2	4.8	2.8	29.7	15.1	10.2	5.7
Black	4.3	5.2	3.9	34.4	15.3	17.1	10.2
Hispanic	4.0	7.2	8.2	34.2	16.3	14.2	10.0
Asian/Pacific Islander	3.0	6.8	5.6	30.2	13.0	7.6	7.4
American Indian/Alaskan Native	2.4	2.4	8.2	35.6	17.6	19.0	15.5
Urbanicity							
Urban	3.6	5.8	6.6	30.1	15.7	11.7	7.8
Suburban	2.5	5.5	3.4	30.8	15.8	11.6	6.4
Rural	2.1	4.3	1.4	31.5	14.0	10.7	6.6
Size of school							
Less than 400	2.7	1.8	2.0	31.1	10.6	9.3	4.0
400-799	2.1	3.1	1.2	29.9	15.2	12.5	7.2
800-1,199	2.3	4.4	2.3	30.7	15.4	10.2	6.5
1,200-1,599	3.1	6.7	3.6	30.9	16.3	10.6	6.2
1,600 or more	3.5	8.1	7.4	32.3	16.2	11.9	8.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up, (1992), Student Survey.

Table 47-4 Percentage of students who attended a school that was equipped with various security devices, by selected school characteristics: 1993

School characteristic	Percent of students who attended a school that:		
	Has metal detectors	Uses security guards	Locks the doors during the day
Total	4.9	28.6	26.2
Urbanicity			
Urban	6.8	40.4	33.7
Suburban	2.9	15.5	15.3
Rural	1.8	8.9	14.9
School size			
Less than 300	2.6	12.2	22.7
300-599	3.6	19.9	25.3
600-999	4.8	27.6	27.3
1,000 or more	7.9	49.4	28.0
School level			
Elementary	2.1	14.1	29.8
Middle school	4.3	27.1	28.8
High school	7.6	42.9	24.4
Combined	2.9	13.1	16.6
Control			
Public	5.3	30.0	25.5
Private	0.9	13.8	33.7

NOTE: To obtain this data, parents of 12,680 children in grades 3-12 were interviewed, as were 6,504 students in grades 6-12.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1993, School Safety and Discipline file.

Table 48-1 Percentage of high school seniors who reported using drugs or alcohol at any time during the previous year, by type of drug: School years ending 1975-94

Type of drug	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
Alcohol	84.8	85.7	87.0	87.7	88.1	87.9	87.0	86.8	87.3	86.0
Marijuana	40.0	44.5	47.6	50.2	50.8	48.8	46.1	44.3	42.3	40.0
Any illicit drug other than marijuana	26.2	25.4	26.0	27.1	28.2	30.4	34.0	30.1	28.4	28.0
Stimulants	16.2	15.8	16.3	17.1	18.3	20.8	26.0	20.3	17.9	17.7
Inhalants	—	3.0	3.7	4.1	5.4	4.6	4.1	4.5	4.3	5.1
LSD	7.2	6.4	5.5	6.3	6.6	6.5	6.5	6.1	5.4	4.7
Cocaine	5.6	6.0	7.2	9.0	12.0	12.3	12.4	11.5	11.4	11.6
Sedatives	11.7	10.7	10.8	9.9	9.9	10.3	10.5	9.1	7.9	6.6
Tranquilizers	10.6	10.3	10.8	9.9	9.6	8.7	8.0	7.0	6.9	6.1

Type of drug	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Alcohol	85.6	84.5	85.7	85.3	82.7	80.6	77.7	76.8	76.0	—
Marijuana	40.6	38.8	36.3	33.1	29.6	27.0	23.9	21.9	26.0	30.7
Any illicit drug other than marijuana	27.4	25.9	24.1	21.1	20.0	17.9	16.2	14.9	17.1	18.0
Stimulants	15.8	13.4	12.2	10.9	10.8	9.1	9.1	8.2	8.4	9.4
Inhalants	5.7	6.1	6.9	6.5	5.9	6.9	6.6	6.2	7.0	7.7
LSD	4.4	4.5	5.2	4.8	4.9	5.4	5.2	5.6	6.8	6.9
Cocaine	13.1	12.7	10.3	7.9	6.5	5.3	3.5	3.1	3.3	3.6
Sedatives	5.8	5.2	4.1	3.7	3.7	3.6	3.6	2.9	3.4	4.2
Tranquilizers	6.1	5.8	5.5	4.8	3.8	3.5	3.6	2.8	3.5	3.7

— Not available. Data for 1994 are not available for the trend series as the wording of the question was different in this year than in previous years.

NOTE: Only drug use that was not under a doctor's orders is included here.

SOURCE: Lloyd D. Johnson, Patrick O'Malley, and Jerald G. Bachman, "Selected Outcome Measures from the Monitoring the Future Study for Goal 6 of the National Educational Goals," Institute for Social Research, University of Michigan, July 1994.

Table 48-2 Percentage of students who reported being under the influence of drugs or alcohol at school in the previous month, by grade, type of drug, and number of days: 1992 and 1993

Type of drug and number of days	8th grade		10th grade		12th grade	
	1992	1993	1992	1993	1992	1993
Alcohol						
None	95.5	94.3	94.5	93.3	92.3	91.9
1 or more days	4.5	5.7	5.5	6.7	7.8	8.0
1 day	2.7	2.8	2.8	3.2	3.5	3.4
2 days	0.8	1.4	1.4	1.5	2.2	1.8
3-5 days	0.5	0.7	0.9	1.2	1.2	1.3
6-9 days	0.2	0.3	0.2	0.3	0.4	0.8
10 or more days	0.3	0.5	0.2	0.5	0.5	0.7
Marijuana or other illegal drug						
None	97.0	95.4	95.4	94	93.4	91.3
1 or more days	3.0	4.6	4.5	6.0	6.6	8.7
1 day	1.4	1.8	1.8	2.3	2.4	3.0
2 days	0.7	1.0	1.0	1.6	1.2	1.7
3-5 days	0.4	0.9	1.0	0.9	1.2	1.1
6-9 days	0.1	0.3	0.2	0.5	0.5	0.9
10 or more days	0.4	0.6	0.5	0.7	1.3	2.0

SOURCE: Lloyd D. Johnson, Patrick O'Malley, and Jerald G. Bachman, "Selected Outcome Measures from the Monitoring the Future Study for Goal 6 of the National Educational Goals," Institute for Social Research, University of Michigan, July 1994.

Table 48-3 Percentage of high school seniors who reported using drugs or alcohol at school in the previous year, by type of drug: Selected school years ending 1980-93

Type of drug	1980	1985	1990	1991	1992	1993
Alcohol	14.3	11.2	6.9	6.9	6.7	7.2
Marijuana	21.4	13.6	6.1	5.3	4.8	5.7
Cocaine	2.6	2.9	1.4	0.5	0.6	0.8

SOURCE: Lloyd D. Johnson, Patrick O'Malley, and Jerald G. Bachman, "Selected Outcome Measures from the Monitoring the Future Study for Goal 6 of the National Educational Goals," Institute for Social Research, University of Michigan, July 1994.

Table 48-4 Percentage of students who reported alcohol and drug use in the last 12 months, by type of drug, grade, and situation: 1993

Situation	Alcohol		Marijuana or other illegal drugs	
	Percentage saying one or more times		Percentage saying one or more times	
	8th grade	10th grade	8th grade	10th grade
At a school dance, game, or other school event	11.4	18.0	4.5	8.0
At school during the day	3.9	7.2	2.5	5.2
Near school	6.4	11.3	3.6	6.2

SOURCE: Lloyd D. Johnson, Patrick O'Malley, and Jerald G. Bachman, "Selected Outcome Measures from the Monitoring the Future Study for Goal 6 of the National Educational Goals," Institute for Social Research, University of Michigan, July 1994.

Table 48-5 Percentage of students who had someone offer to sell them drugs at school during the first half of the school year, by grade and year, number of offers, sex, race/ethnicity, and control of school: Spring 1988, 1990, and 1992

Sex, race/ethnicity, and control of school	8th-graders in 1988			10th-graders in 1990			12th-graders in 1992		
	Ever	Once or twice	More than twice	Ever	Once or twice	More than twice	Ever	Once or twice	More than twice
All students	10.0	6.9	3.1	17.0	10.1	6.9	16.0	9.5	6.5
Sex									
Male	12.2	8.1	4.0	21.8	12.6	9.3	21.7	12.0	9.7
Female	7.9	5.7	2.2	12.1	7.6	4.4	10.3	6.9	3.4
Race/ethnicity									
White	9.9	6.9	3.1	17.9	10.6	7.3	16.6	9.7	6.9
Black	7.6	5.8	1.8	10.9	7.1	3.8	9.3	6.5	2.8
Hispanic	14.3	8.9	5.3	17.2	9.4	7.9	21.1	12.2	8.9
Asian/Pacific Islander	4.8	3.5	1.3	13.3	8.5	4.9	11.4	6.7	4.8
American Indian/ Alaskan Native	16.4	11.3	5.1	24.6	16.5	8.1	21.1	10.8	10.3
Control of school									
Public	11.0	7.6	3.4	17.7	10.5	7.2	16.7	9.8	6.9
Catholic	2.5	1.6	0.9	11.7	9.0	2.7	12.7	8.7	4.0
Private, other religious affiliation	2.6	1.7	0.9	2.5	1.2	1.4	3.3	2.6	0.7
Private, no religious affiliation	5.0	3.2	1.8	7.2	4.5	2.7	10.3	4.5	5.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988), First Follow-up (1990), and Second Follow-up (1992) Student Surveys.

Table 48-6 Percentage of public school students who had someone offer to sell them drugs at school during the first half of the school year, by grade and year, number of offers, and selected school characteristics: Spring 1988, 1990, and 1992

School characteristics	8th-graders in 1988			10th-graders in 1990			12th-graders in 1992		
	Ever	Once or twice	More than twice	Ever	Once or twice	More than twice	Ever	Once or twice	More than twice
All public schools	11.0	7.6	3.4	17.7	10.5	7.2	16.7	9.8	6.9
Minority enrollment									
Less than 20 percent	10.1	7.0	3.2	17.4	10.2	7.2	—	—	—
20 percent or more	12.3	8.6	3.7	17.3	10.1	7.2	—	—	—
School size									
Less than 150	7.6	4.4	3.2	2.1	0.0	2.1	9.0	4.5	4.5
150-449	8.7	6.0	2.6	11.5	7.6	3.9	8.9	5.2	3.7
450-749	11.7	8.3	3.4	12.8	7.4	5.4	15.9	8.9	7.0
750 or more	11.9	8.1	3.8	19.2	11.1	8.1	18.4	10.9	7.4
Metropolitan status									
Urban	12.6	9.1	3.5	17.0	9.8	7.2	18.1	10.3	7.8
Suburban	11.3	7.6	3.7	19.3	11.1	8.1	19.3	11.0	8.4
Rural	9.6	6.6	2.9	15.4	9.3	6.1	12.3	8.0	4.3
Percent of students receiving free or reduced-price lunch									
Total									
0-5	9.3	6.4	3.0	19.8	11.8	8.0	20.3	11.4	9.0
6-20	11.8	8.4	3.4	17.8	10.5	7.3	17.2	10.1	7.1
21-40	11.3	7.6	3.7	14.9	8.4	6.4	14.1	8.9	5.2
41 or more	11.2	7.9	3.3	16.1	9.3	6.8	15.8	8.9	6.9
Urban									
0-5	11.5	9.3	2.2	14.0	8.9	5.1	17.6	11.1	6.5
6-20	13.7	9.2	4.5	16.5	9.4	7.1	21.5	13.7	7.8
21-40	13.8	10.4	3.4	17.3	9.1	8.2	17.4	9.6	7.7
41 or more	11.9	8.5	3.4	14.9	8.1	6.8	17.2	8.4	8.8
Suburban									
0-5	9.5	6.0	3.5	21.4	12.9	8.5	22.4	11.9	10.4
6-20	11.8	8.5	3.3	19.4	11.3	8.1	19.3	10.9	8.3
21-40	13.5	8.8	4.7	15.9	7.7	8.2	14.6	9.6	5.0
41 or more	11.7	8.0	3.7	14.3	8.0	6.3	17.7	8.9	8.9
Rural									
0-5	7.7	6.1	1.6	15.6	8.0	7.6	13.4	8.9	4.5
6-20	10.6	7.6	3.0	16.8	10.2	6.6	11.4	6.7	4.7
21-40	9.1	5.8	3.3	13.2	8.3	4.9	12.2	8.2	4.0
41 or more	10.1	7.3	2.8	18.1	11.1	7.0	13.6	9.4	4.3

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988), First Follow-up (1990), and Second Follow-up (1992) Student Surveys.

Table 49-1 Total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall, selected years 1976–92

Control and type of institution and race/ethnicity of student	Number, in thousands									
	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992
All institutions	10,986	11,231	12,087	12,388	12,235	12,504	13,043	13,710	14,359	14,491
White	9,076	9,194	9,833	9,997	9,815	9,921	10,283	10,675	10,990	10,870
Minority	1,691	1,785	1,949	2,059	2,085	2,238	2,399	2,639	2,953	3,164
Black	1,033	1,054	1,107	1,101	1,076	1,082	1,130	1,223	1,335	1,394
Hispanic	384	417	472	519	535	618	680	758	867	954
Asian/Pacific Islander	198	235	286	351	390	448	497	555	637	697
American Indian/Alaskan Native	76	78	84	88	84	90	93	103	114	119
Nonresident alien	219	253	305	331	335	345	361	397	416	458
Public institutions	8,641	8,770	9,456	9,695	9,458	9,714	10,156	10,741	11,310	11,388
White	7,095	7,136	7,656	7,785	7,543	7,654	7,964	8,340	8,622	8,487
Minority	1,401	1,466	1,596	1,692	1,696	1,836	1,955	2,136	2,412	2,592
Black	831	840	876	873	844	854	881	952	1,053	1,101
Hispanic	337	363	406	446	456	532	587	648	742	822
Asian/Pacific Islander	166	195	240	296	323	371	406	445	516	566
American Indian/Alaskan Native	68	68	74	77	72	79	81	90	100	103
Nonresident alien	145	167	204	219	219	224	238	265	275	310
Private institutions	2,345	2,461	2,630	2,693	2,777	2,790	2,887	2,970	3,049	3,104
White	1,982	2,058	2,177	2,212	2,272	2,267	2,319	2,335	2,368	2,383
Minority	290	319	353	368	389	403	444	503	541	572
Black	202	215	231	228	232	228	248	271	282	293
Hispanic	47	55	66	74	79	86	93	110	125	133
Asian/Pacific Islander	32	40	47	55	67	77	91	110	121	132
American Indian/Alaskan Native	9	9	10	10	11	11	11	12	14	16
Nonresident alien	73	85	101	113	116	120	123	132	141	149
All 4-year institutions	7,107	7,203	7,565	7,648	7,708	7,824	8,175	8,529	8,707	8,768
White	5,999	6,027	6,275	6,306	6,301	6,337	6,582	6,757	6,791	6,747
Minority	931	975	1,050	1,073	1,124	1,195	1,292	1,450	1,573	1,664
Black	604	612	634	612	617	615	656	715	758	792
Hispanic	174	190	217	229	246	278	296	345	383	410
Asian/Pacific Islander	119	138	162	193	223	262	297	343	382	408
American Indian/Alaskan Native	35	35	37	39	38	40	42	48	51	55
Nonresident alien	177	201	241	270	282	292	302	322	343	357
Public 4-year institutions	4,893	4,896	5,128	5,176	5,196	5,300	5,544	5,848	5,905	5,902
White	4,120	4,085	4,243	4,258	4,230	4,275	4,455	4,606	4,597	4,534
Minority	667	691	741	756	796	850	908	1,046	1,102	1,156
Black	422	425	438	421	427	424	449	495	516	536
Hispanic	129	140	156	164	179	206	216	263	279	295
Asian/Pacific Islander	88	99	117	140	160	188	210	251	266	282
American Indian/Alaskan Native	28	27	29	31	30	32	33	38	41	43
Nonresident alien	106	120	144	161	170	176	181	196	206	213

Table 49-1 Total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall, selected years 1976-92—Continued

Control and type of institution and race/ethnicity of student	Number, in thousands									
	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992
Private 4-year institutions	2,214	2,306	2,438	2,473	2,510	2,524	2,631	2,731	2,802	2,866
White	1,879	1,942	2,032	2,048	2,071	2,062	2,127	2,163	2,194	2,213
Minority	264	283	309	317	328	345	384	440	472	508
Black	182	187	196	192	190	191	208	228	242	256
Hispanic	44	50	60	65	67	73	80	96	104	115
Asian/Pacific Islander	31	39	45	53	62	74	87	107	115	126
American Indian/Alaskan Native	7	8	8	8	8	8	9	10	11	12
Nonresident alien	71	81	97	108	112	117	120	128	137	145
All 2-year institutions	3,879	4,028	4,521	4,740	4,527	4,680	4,868	5,181	5,652	5,723
White	3,077	3,167	3,558	3,692	3,514	3,584	3,702	3,918	4,199	4,123
Minority	760	810	899	987	961	1,043	1,107	1,189	1,380	1,500
Black	429	443	472	489	459	467	473	509	578	602
Hispanic	210	227	255	291	289	340	384	414	484	545
Asian/Pacific Islander	79	97	124	158	167	186	199	212	256	289
American Indian/Alaskan Native	41	43	47	49	46	51	50	54	63	64
Nonresident alien	42	52	64	61	53	53	60	75	74	100
Public 2-year institutions	3,748	3,874	4,329	4,520	4,260	4,414	4,612	4,997	5,405	5,486
White	2,974	3,051	3,413	3,527	3,313	3,379	3,509	3,780	4,025	3,953
Minority	735	775	855	936	899	986	1,047	1,153	1,310	1,436
Black	410	415	438	452	417	430	433	481	537	565
Hispanic	208	222	250	282	277	326	371	409	463	527
Asian/Pacific Islander	78	96	123	155	162	183	196	210	250	284
American Indian/Alaskan Native	39	41	45	46	42	47	48	52	60	60
Nonresident alien	39	48	60	57	49	49	56	64	70	97
Private 2-year institutions	131	155	193	220	266	266	256	244	247	238
White	103	116	145	165	202	205	193	175	174	170
Minority	25	35	44	51	61	57	60	66	69	64
Black	20	28	35	37	41	37	41	43	40	37
Hispanic	3	5	5	9	12	14	13	15	20	18
Asian/Pacific Islander	1	1	2	3	5	4	4	5	6	6
American Indian/Alaskan Native	2	2	2	3	4	3	3	3	3	4
Nonresident alien	3	4	4	4	4	4	3	4	4	4

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, table 202 (based on the IPEDS/HEGIS surveys of Fall Enrollment, various years).

Table 49-2 Percentage distribution of total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall, selected years 1976-92

Control and type of institution and race/ethnicity of student	2 Number, in thousands									
	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992
All Institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	82.6	81.9	81.4	80.7	80.2	79.3	78.8	77.9	76.5	75.0
Minority	15.4	15.9	16.1	16.6	17.0	17.9	18.4	19.2	20.6	21.8
Black	9.4	9.4	9.2	8.9	8.8	8.7	8.7	8.9	9.3	9.6
Hispanic	3.5	3.7	3.9	4.2	4.4	4.9	5.2	5.5	6.0	6.6
Asian/Pacific Islander	1.8	2.1	2.4	2.8	3.2	3.6	3.8	4.0	4.4	4.8
American Indian/Alaskan Native	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.8	0.8	0.8
Nonresident alien	2.0	2.3	2.5	2.7	2.7	2.8	2.8	2.9	2.9	3.2
Public Institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	82.1	81.4	81.0	80.3	79.8	78.8	78.4	77.6	76.2	74.5
Minority	16.2	16.7	16.9	17.5	17.9	18.9	19.2	19.9	21.3	22.8
Black	9.6	9.6	9.3	9.0	8.9	8.8	8.7	8.9	9.3	9.7
Hispanic	3.9	4.1	4.3	4.6	4.8	5.5	5.8	6.0	6.6	7.2
Asian/Pacific Islander	1.9	2.2	2.5	3.1	3.4	3.8	4.0	4.1	4.6	5.0
American Indian/Alaskan Native	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.9	0.9
Nonresident alien	1.7	1.9	2.2	2.3	2.3	2.3	2.3	2.5	2.4	2.7
Private Institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	84.5	83.6	82.8	82.1	81.8	81.3	80.3	78.6	77.7	76.8
Minority	12.4	13.0	13.4	13.7	14.0	14.4	15.4	16.9	17.7	18.4
Black	8.6	8.7	8.8	8.5	8.4	8.2	8.6	9.1	9.2	9.4
Hispanic	2.0	2.2	2.5	2.7	2.8	3.1	3.2	3.7	4.1	4.3
Asian/Pacific Islander	1.4	1.6	1.8	2.0	2.4	2.8	3.2	3.7	4.0	4.3
American Indian/Alaskan Native	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5
Nonresident alien	3.1	3.5	3.8	4.2	4.2	4.3	4.3	4.4	4.6	4.8
All 4-year Institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	84.4	83.7	82.9	82.5	81.7	81.0	80.5	79.2	78.0	77.0
Minority	13.1	13.5	13.9	14.0	14.6	15.3	15.8	17.0	18.1	19.0
Black	8.5	8.5	8.4	8.0	8.0	7.9	8.0	8.4	8.7	9.0
Hispanic	2.4	2.6	2.9	3.0	3.2	3.6	3.6	4.0	4.4	4.7
Asian/Pacific Islander	1.7	1.9	2.1	2.5	2.9	3.3	3.6	4.0	4.4	4.7
American Indian/Alaskan Native	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6
Nonresident alien	2.5	2.8	3.2	3.5	3.7	3.7	3.7	3.8	3.9	4.1
Public 4-year Institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	84.2	83.4	82.7	82.3	81.4	80.7	80.4	78.8	77.8	76.8
Minority	13.6	14.1	14.5	14.6	15.3	16.0	16.4	17.9	18.7	19.6
Black	8.6	8.7	8.5	8.1	8.2	8.0	8.1	8.5	8.7	9.1
Hispanic	2.6	2.9	3.0	3.2	3.4	3.9	3.9	4.5	4.7	5.0
Asian/Pacific Islander	1.8	2.0	2.3	2.7	3.1	3.5	3.8	4.3	4.5	4.8
American Indian/Alaskan Native	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.7	0.7
Nonresident alien	2.2	2.5	2.8	3.1	3.3	3.3	3.3	3.4	3.5	3.6

Table 49-2 Percentage distribution of total enrollment in institutions of higher education, by control and type of institution and race/ethnicity of student: Fall, selected years 1976-92 — Continued

Control and type of institution and race/ethnicity of student	Number, in thousands									
	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992
Private 4-year institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	84.9	84.2	83.3	82.8	82.5	81.7	80.8	79.2	78.3	77.2
Minority	11.9	12.3	12.7	12.8	13.1	13.7	14.6	16.1	16.8	17.7
Black	8.2	8.1	8.0	7.8	7.6	7.6	7.9	8.3	8.6	8.9
Hispanic	2.0	2.2	2.5	2.6	2.7	2.9	3.0	3.5	3.7	4.0
Asian/Pacific Islander	1.4	1.7	1.8	2.1	2.5	2.9	3.3	3.9	4.1	4.4
American Indian/Alaskan Native	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.4
Nonresident alien	3.2	3.5	4.0	4.4	4.5	4.6	4.6	4.7	4.9	5.1
All 2-year institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	79.3	78.6	78.7	77.9	77.6	76.6	76.0	75.6	74.3	72.0
Minority	19.6	20.1	19.9	20.8	21.2	22.3	22.7	22.9	24.4	26.2
Black	11.1	11.0	10.4	10.3	10.1	10.0	9.7	9.8	10.2	10.5
Hispanic	5.4	5.6	5.6	6.1	6.4	7.3	7.9	8.0	8.6	9.5
Asian/Pacific Islander	2.0	2.4	2.7	3.3	3.7	4.0	4.1	4.1	4.5	5.0
American Indian/Alaskan Native	1.1	1.1	1.0	1.0	1.0	1.1	1.0	1.0	1.1	1.1
Nonresident alien	1.1	1.3	1.4	1.3	1.2	1.1	1.2	1.4	1.3	1.7
Public 2-year institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	79.3	78.8	78.8	78.0	77.8	76.6	76.1	75.6	74.5	72.1
Minority	19.6	20.0	19.8	20.7	21.1	22.3	22.7	23.1	24.2	26.2
Black	10.9	10.7	10.1	10.0	9.8	9.7	9.4	9.6	9.9	10.3
Hispanic	5.5	5.7	5.8	6.2	6.5	7.4	8.0	8.2	8.6	9.6
Asian/Pacific Islander	2.1	2.5	2.8	3.4	3.8	4.1	4.2	4.2	4.6	5.2
American Indian/Alaskan Native	1.0	1.1	1.0	1.0	1.0	1.1	1.0	1.0	1.1	1.1
Nonresident alien	1.0	1.2	1.4	1.3	1.2	1.1	1.2	1.3	1.3	1.8
Private 2-year institutions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	78.6	74.8	75.1	75.0	75.9	77.1	75.4	71.7	70.4	71.4
Minority	19.1	22.6	22.8	23.2	22.9	21.4	23.4	27.0	27.9	26.9
Black	15.3	18.1	18.1	16.8	15.4	13.9	16.0	17.6	16.2	15.5
Hispanic	2.3	3.2	2.6	4.1	4.5	5.3	5.1	6.1	8.1	7.6
Asian/Pacific Islander	0.8	0.6	1.0	1.4	1.9	1.5	1.6	2.0	2.4	2.5
American Indian/Alaskan Native	1.5	1.3	1.0	1.4	1.5	1.1	1.2	1.2	1.2	1.7
Nonresident alien	2.3	2.6	2.1	1.8	1.5	1.5	1.2	1.6	1.6	1.7

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, table 202 (based on the IPEDS/HEGIS surveys of fall enrollment, various years).

Table 50-1 Percentage of classes in 4-year colleges and universities where class size is above 25 and above 50 students, by type of institution, level of class, and rank of faculty: Fall 1987 and fall 1992

Faculty rank	Research		Doctoral		Comprehensive		Liberal arts	
	Class size		Class size		Class size		Class size	
	Above 25	Above 50	Above 25	Above 50	Above 25	Above 50	Above 25	Aabove 50
Fall 1992								
Undergraduate, lower division courses								
Total	55	30	57	21	52	10	33	5
Full professor	64	37	63	28	58	14	39	7
Associate professor	63	39	64	27	52	10	34	4
Assistant professor	54	31	63	24	51	10	34	5
Instructor	51	18	43	11	45	6	23	1
Lecturer	30	13	44	13	47	10	42	2
Other	(*)	(*)	(*)	(*)	36	4	15	6
Undergraduate, upper division courses								
Total	48	14	46	8	41	5	16	1
Full professor	48	14	46	9	44	6	19	1
Associate professor	49	16	48	7	44	5	18	1
Assistant professor	51	15	49	9	38	4	14	1
Instructor	38	3	41	6	38	6	12	1
Lecturer	34	17	35	11	41	3	28	4
Other	(*)	(*)	(*)	(*)	25	1	(*)	(*)
Graduate courses								
Total	28	9	26	9	25	4	17	1
Full professor	26	12	30	12	27	5	(*)	(*)
Associate professor	33	11	24	5	24	3	17	3
Assistant professor	24	2	24	10	27	5	12	0
Instructor	(*)	(*)	27	3	19	0	(*)	(*)
Lecturer	(*)	(*)	(*)	(*)	28	0	(*)	(*)
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Fall 1987								
Undergraduate, lower division courses								
Total	57	32	56	20	50	9	30	4
Full professor	73	48	62	26	57	13	33	6
Associate professor	71	44	62	31	50	8	34	3
Assistant professor	43	22	50	19	53	7	30	5
Instructor	37	3	59	10	38	7	21	2
Lecturer	38	16	(*)	(*)	48	5	(*)	(*)
Other	(*)	(*)	(*)	(*)	(*)	(*)	41	0
Undergraduate, upper division courses								
Total	49	16	41	8	34	4	17	2
Full professor	49	18	38	11	34	2	21	4
Associate professor	50	17	47	6	29	4	17	1
Assistant professor	52	10	43	12	39	4	17	1
Instructor	38	12	32	2	29	2	12	1
Lecturer	44	20	(*)	(*)	43	14	(*)	(*)
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Graduate courses								
Total	21	7	18	4	22	2	18	1.3
Full professor	18	6	20	7	22	2	(*)	(*)
Associate professor	28	10	17	3	21	4	(*)	(*)
Assistant professor	23	7	15	2	17	0	(*)	(*)
Instructor	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Lecturer	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)

* Too few responses for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Note on student exposure to faculty at institutions of higher education

The 1988 National Study of Postsecondary Faculty (NSOPF-88) was a survey of faculty who had at least some instructional duties (such as teaching one or more courses) in for-credit higher education courses during the 1987 fall term.

Unlike NSOPF-88, which was limited to faculty whose regular assignments included instruction, the faculty universe for NSOPF-93 was expanded to include anyone who was designated as faculty, whether or not their responsibilities included instruction, and other (non-faculty) personnel with instructional responsibility. For the purposes of this indicator, analysis was restricted to faculty with at least some instructional responsibilities.

Both full- and part-time faculty are included in the analysis. Teaching assistants and medical faculty were not included in the estimates.

For the purposes of this indicator, institutions of higher education were divided into four types, and courses were separated into three divisions.

Types of Institutions

Research university: Institution that is among the 100 leading universities receiving federal research funds. Each of these universities awards substantial numbers of doctorates across many fields.

Doctoral university: Institution that offers a full range of baccalaureate programs and Ph.D. degrees in at least three disciplines, but tends to be less focused on research and receives fewer federal research dollars than the research universities.

Comprehensive institution: Institution that offers liberal arts and professional programs. The master's degree is the highest degree offered.

Liberal arts institution: Institution that is smaller and generally more selective than comprehensive colleges and universities. A liberal arts institution primarily offers bachelor's degrees, although some offer master's degrees.

Course Divisions

Undergraduate, lower division courses: Courses designed for students in the first or second year of a 4-year bachelor's degree program.

Undergraduate, upper division courses: Courses designed for students in the third or fourth year of a 4-year bachelor's degree program.

Graduate courses: Courses designed for students in a post-baccalaureate degree program, including a master's or doctor's.

Medical Faculty

For the purposes of this indicator, medical institutions, and their faculty, were excluded from the analysis. Health science faculty teaching at the institutions included in this study were also excluded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Profiles of Faculty in Higher Education Institutions*, 1988 and 1993.

Table 51-1 Percentage of 16- to 24-year-old full-time college students who were employed in October, by sex and hours worked per week: 1970-93

October	All students			Male			Female		
	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours
1970	33.8	14.1	3.7	33.9	17.3	5.0	33.6	9.5	1.8
1971	34.1	14.8	3.7	36.5	18.5	5.4	30.8	9.6	1.2
1972	34.9	15.0	3.4	37.8	18.9	5.3	31.5	10.0	1.0
1973	36.4	16.8	4.4	39.2	21.0	6.1	32.9	11.5	2.3
1974	36.6	17.0	4.7	37.5	19.0	6.1	35.4	14.7	3.1
1975	35.2	16.6	4.6	34.7	18.2	5.9	35.8	14.7	3.1
1976	37.5	16.9	4.0	39.1	20.0	5.1	35.9	13.6	2.9
1977	38.8	18.1	4.2	38.7	19.3	5.9	39.0	16.9	2.3
1978	39.9	19.0	4.7	39.6	20.6	5.8	40.3	17.2	3.4
1979	38.1	18.0	4.0	36.7	19.3	4.6	39.5	16.6	3.4
1980	40.0	17.9	3.8	39.4	19.0	4.4	40.7	16.7	3.2
1981	39.3	18.7	4.2	38.3	19.7	4.4	40.4	17.7	3.9
1982	39.9	18.5	3.1	38.8	19.2	3.2	41.0	17.7	2.9
1983	40.4	18.8	3.8	40.0	20.6	4.7	40.8	17.0	2.9
1984	42.1	21.0	4.2	40.6	21.6	5.3	43.6	20.2	3.1
1985	44.2	21.5	4.3	42.4	22.1	4.9	46.0	20.9	3.7
1986	43.0	21.9	4.3	43.2	22.9	4.5	42.8	20.8	4.1
1987	44.2	22.3	4.3	43.6	22.7	4.8	44.9	21.8	3.6
1988	46.5	24.5	4.7	44.3	24.7	5.1	48.7	24.3	4.3
1989	46.5	25.2	5.4	44.3	25.4	5.8	48.6	24.9	4.9
1990	45.7	24.1	4.8	43.1	23.2	5.0	48.3	25.0	4.6
1991	47.2	25.4	5.6	45.2	26.5	6.5	49.1	24.4	4.7
1992	47.2	25.8	5.5	46.8	25.8	6.6	47.5	25.8	4.5
1993	46.3	24.6	5.1	44.9	24.6	5.1	47.6	24.6	5.1

* Includes those with a job but not at work during the survey week.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-2 Percentage of 16- to 24-year-old full-time college students who were employed in October, by family income and hours worked per week: 1970-93

October	All students			Low ¹			Middle ¹			High ¹		
	Total ²	20 or more hours	35 or more hours	Total ²	20 or more hours	35 or more hours	Total ²	20 or more hours	35 or more hours	Total ²	20 or more hours	35 or more hours
1970	33.8	14.1	3.7	44.0	18.1	5.3	35.1	14.4	4.2	29.6	12.7	2.7
1971	34.1	14.8	3.7	41.9	16.2	2.3	36.4	17.1	5.1	29.4	11.5	2.2
1972	35.1	15.0	3.4	36.7	19.3	4.0	37.4	16.2	4.3	31.7	12.5	2.1
1973	36.4	16.8	4.4	42.1	19.7	4.4	37.0	18.4	5.7	34.4	14.3	3.0
1974	36.6	17.0	4.7	—	—	—	—	—	—	—	—	—
1975	35.2	16.6	4.6	33.1	14.8	4.3	38.0	19.0	5.6	32.7	14.3	3.5
1976	37.5	16.9	4.0	43.9	20.2	4.4	38.1	17.9	4.8	34.9	14.9	3.1
1977	38.8	18.1	4.2	41.4	17.6	2.7	40.7	20.3	5.6	36.0	15.9	3.0
1978	39.9	19.0	4.7	39.0	16.9	4.2	41.5	19.6	6.0	38.5	18.9	3.2
1979	38.1	18.0	4.0	41.9	20.8	5.1	39.2	19.4	4.7	35.6	15.6	2.9
1980	40.0	17.9	3.8	39.3	18.8	5.3	41.6	19.8	5.1	38.7	15.7	2.2
1981	39.3	18.7	4.2	41.9	20.9	4.3	40.1	19.5	4.5	37.6	17.1	3.7
1982	39.9	18.5	3.1	38.7	18.2	2.9	40.1	19.3	4.2	40.1	17.8	2.0
1983	40.4	18.8	3.8	40.8	18.8	4.5	41.5	20.1	4.7	39.2	17.5	2.7
1984	42.1	21.0	4.2	41.9	22.4	6.4	42.1	21.2	4.9	42.1	20.2	2.8
1985	44.2	21.5	4.3	50.6	24.2	5.1	45.5	23.4	5.1	40.5	18.6	3.2
1986	43.0	21.9	4.3	42.9	20.5	4.7	45.2	23.8	5.2	40.6	20.2	3.2
1987	44.2	22.3	4.3	48.6	23.5	3.3	46.7	25.0	5.2	39.7	18.7	3.5
1988	46.5	24.5	4.7	48.3	25.2	4.0	49.9	26.8	5.9	42.0	21.5	3.4
1989	46.5	25.2	5.4	46.5	25.4	4.3	50.1	29.8	6.9	42.2	19.7	4.0
1990	45.7	24.1	4.8	46.5	27.0	3.8	47.8	26.4	6.2	42.7	19.9	3.3
1991	47.2	25.4	5.6	51.8	29.4	6.7	48.8	27.0	5.5	43.5	21.9	5.3
1992	47.2	25.8	5.5	49.7	27.5	6.1	49.7	27.9	5.6	42.9	22.4	5.0
1993	46.3	24.6	5.1	50.8	27.5	7.8	48.4	27.1	5.6	41.7	20.0	3.2

— Not available.

¹ Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent of incomes in-between.

² Includes those with a job but not at work during the survey week.

NOTE: For college students who are under 25 years old and not married, the family income is presumed to be that of the parental family; for married students, it is presumed to be that of the individual or his/her spouse.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-3 Percentage of 16- to 24-year-old part-time college students who were employed in October, by race/ethnicity and hours worked per week: 1970-93

October	All students			White			Black			Hispanic		
	Total ¹	20 or more hours	35 or more hours	Total ¹	20 or more hours	35 or more hours	Total ¹	20 or more hours	35 or more hours	Total ¹	20 or more hours	35 or more hours
1970	82.5	76.2	60.4	83.0	76.6	60.7	(2)	(2)	(2)	—	—	—
1971	83.4	75.0	51.7	83.8	75.2	53.6	79.2	74.0	36.4	—	—	—
1972	84.8	76.1	53.1	84.4	77.1	54.3	73.1	69.2	41.3	(2)	(2)	(2)
1973	85.3	76.8	52.5	86.6	77.9	53.5	70.7	66.7	42.7	(2)	(2)	(2)
1974	84.4	77.2	61.0	85.7	77.8	60.4	74.2	70.8	64.0	(2)	(2)	(2)
1975	80.8	72.1	52.6	82.4	74.1	55.1	76.0	62.5	41.3	(2)	(2)	(2)
1976	84.6	76.1	53.0	85.6	77.4	53.2	72.3	66.0	58.5	(2)	(2)	(2)
1977	83.4	75.3	53.1	86.0	77.4	54.7	65.9	61.1	44.4	(2)	(2)	(2)
1978	86.1	76.6	53.9	88.0	78.3	55.7	65.2	51.7	29.2	82.3	75.9	63.3
1979	86.9	78.8	56.6	89.2	80.8	58.2	73.5	66.3	49.0	(2)	(2)	(2)
1980	85.2	75.7	53.0	87.3	77.6	55.0	72.5	58.8	36.3	76.5	71.6	50.6
1981	85.7	76.0	51.4	87.2	77.8	52.0	75.4	61.0	41.5	(2)	(2)	(2)
1982	81.1	69.7	48.1	84.4	72.3	50.0	62.5	58.1	33.1	80.6	68.9	49.5
1983	81.7	74.8	48.1	86.6	79.2	51.9	49.2	47.5	23.8	74.0	68.0	45.0
1984	84.9	77.7	55.2	87.1	79.3	57.8	67.7	63.4	45.3	89.6	83.1	50.6
1985	85.9	79.0	52.2	87.9	81.7	56.2	71.8	66.4	42.0	85.2	70.4	28.4
1986	87.2	78.0	54.4	90.0	81.0	57.4	77.0	73.8	44.3	81.0	64.3	43.7
1987	85.4	77.4	49.5	87.2	79.2	51.4	70.9	65.8	37.3	86.5	77.4	54.1
1988	88.3	81.6	54.2	90.4	84.5	55.7	78.1	68.6	48.6	83.9	72.9	52.5
1989	87.2	80.8	55.4	89.8	83.2	58.3	73.2	67.5	43.1	85.1	79.3	55.4
1990	83.7	78.7	52.7	86.8	80.5	55.3	76.9	76.3	49.5	81.8	77.7	50.4
1991	85.8	76.3	50.9	89.0	79.1	55.3	66.1	63.4	38.4	80.2	71.0	37.4
1992	83.4	75.0	47.8	87.0	78.4	49.8	77.6	67.1	45.4	73.0	65.5	38.5
1993	84.6	75.1	43.7	88.6	78.5	46.5	65.1	58.9	36.4	76.6	65.6	31.2

— Not available.

¹ Includes those with a job but not at work during the survey week.

² Too few sample observations for a reliable estimate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-4 Percentage of 16- to 24-year-old part-time college students who were employed in October, by sex and hours worked per week: 1970-93

October	All students			Male			Female		
	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours
1970	82.5	76.2	60.4	87.6	82.0	66.2	77.7	71.1	55.2
1971	83.4	75.0	51.7	87.7	80.4	60.9	78.2	68.7	40.7
1972	83.1	76.1	53.1	88.5	81.5	61.5	77.4	70.4	44.2
1973	85.3	76.8	52.5	86.3	78.9	57.5	84.4	74.8	47.3
1974	84.4	77.2	61.0	88.3	82.1	65.8	80.7	72.5	56.5
1975	80.8	72.1	52.6	82.5	74.1	55.3	79.1	70.0	49.9
1976	84.6	76.1	53.0	84.0	76.4	56.2	85.3	75.9	50.3
1977	83.4	75.3	53.1	86.3	78.4	57.0	80.6	72.3	49.5
1978	86.1	76.6	53.9	88.6	80.4	61.6	83.8	72.8	47.0
1979	86.9	78.8	56.6	90.4	82.3	60.4	83.9	76.2	53.6
1980	85.2	75.7	53.0	86.5	80.2	58.2	84.2	72.3	49.1
1981	85.7	76.0	51.4	88.5	78.0	57.2	83.3	74.3	46.4
1982	81.1	69.7	48.1	79.8	70.2	50.7	82.1	69.4	46.2
1983	81.7	74.8	48.1	84.0	78.3	52.5	79.5	71.3	43.8
1984	84.9	77.7	55.2	90.0	82.0	60.1	80.6	74.2	51.2
1985	85.9	79.0	52.2	85.9	80.0	53.6	85.7	78.3	51.2
1986	87.2	78.0	54.4	87.8	81.7	59.0	86.9	75.3	50.9
1987	85.4	77.4	49.5	86.9	78.8	50.4	84.3	76.2	48.8
1988	88.3	81.6	54.2	87.4	82.1	56.1	89.2	81.3	52.7
1989	87.2	80.8	55.4	88.1	82.6	60.1	86.7	79.4	52.0
1990	83.7	78.7	52.7	86.4	82.6	55.4	81.3	75.4	50.5
1991	85.8	76.3	50.9	87.2	79.3	50.2	84.7	73.9	51.7
1992	83.4	75.0	47.8	83.7	75.8	44.1	83.2	74.5	50.3
1993	84.6	75.1	43.7	86.9	79.6	47.4	82.8	71.4	40.7

* Includes those with a job but not at work during the survey week.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-5 Percentage of 16- to 24-year-old part-time college students who were employed in October, by family income and hours worked per week: 1970-93

October	All students			Low ¹			Middle ¹			High ¹		
	Total ²	20 or more hours	35 or more hours	Total ²	20 or more hours	35 or more hours	Total ²	20 or more hours	35 or more hours	Total ²	20 or more hours	35 or more hours
1970	82.5	76.2	60.4	(3)	(3)	(3)	80.1	75.7	61.7	85.7	76.0	53.9
1971	83.4	75.0	51.7	(3)	(3)	(3)	83.6	77.6	54.1	84.7	72.6	48.8
1972	83.1	76.1	53.1	72.2	62.9	38.1	83.7	78.2	55.5	86.4	77.0	53.7
1973	85.3	76.8	52.5	82.1	64.1	39.7	86.4	79.3	55.3	83.9	75.6	50.4
1974	84.4	77.2	61.0	—	—	—	—	—	—	—	—	—
1975	80.8	72.1	52.6	67.4	51.9	28.7	82.6	75.9	58.7	81.9	71.0	48.3
1976	84.6	76.1	53.0	85.1	77.6	47.0	86.1	77.0	57.5	81.7	74.3	46.7
1977	83.4	75.3	53.1	67.8	62.0	35.5	84.7	75.9	56.1	85.6	78.3	52.6
1978	86.1	76.6	53.9	74.2	65.2	42.4	87.2	78.0	54.8	87.6	77.9	56.6
1979	86.9	78.8	56.6	76.6	60.3	46.1	87.9	81.0	60.0	89.2	82.0	53.8
1980	85.2	75.7	53.0	69.2	57.7	32.7	86.2	78.3	54.3	87.4	75.3	55.9
1981	85.7	76.0	51.4	67.5	60.7	37.6	85.2	76.6	54.6	92.9	79.9	48.9
1982	81.1	69.7	48.1	65.7	58.3	34.3	80.7	70.3	50.2	85.5	71.3	47.6
1983	81.7	74.8	48.1	64.5	57.2	31.9	80.6	74.9	50.9	88.6	80.1	48.8
1984	84.9	77.7	55.2	69.5	60.3	41.8	85.4	80.3	57.1	89.4	79.2	56.5
1985	85.9	79.0	52.2	72.7	61.2	36.7	87.8	81.8	58.0	86.9	80.4	46.6
1986	87.2	78.0	54.4	70.4	57.0	35.9	88.5	78.6	54.8	91.0	85.1	60.8
1987	85.4	77.4	49.5	74.5	65.2	43.5	87.1	79.2	51.2	87.0	78.8	48.8
1988	88.3	81.6	54.2	73.0	66.4	34.3	87.4	80.7	57.9	94.7	88.0	54.0
1989	87.2	80.8	55.4	67.1	53.0	28.9	88.7	82.8	59.9	92.0	87.1	57.1
1990	83.7	78.7	52.7	81.8	71.6	36.6	81.8	77.6	54.1	89.9	85.5	58.0
1991	85.8	76.3	50.9	74.5	66.4	46.3	87.0	77.0	51.8	88.9	79.4	51.0
1992	83.4	75.0	47.8	77.4	67.4	37.4	84.7	75.8	50.8	83.9	76.8	46.9
1993	84.6	75.1	43.7	67.9	57.6	36.4	85.6	75.7	44.1	91.4	82.9	46.6

— Not available.

¹ Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent of incomes in-between.

² Includes those with a job but not at work during the survey week.

³ Too few sample observations for a reliable estimate.

NOTE: For college students who are under 25 years old and not married, the family income is presumed to be that of the parental family; for married students, it is presumed to be that of the individual and his/her spouse.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-6 Percentage of 16- to 24-year-old high school students who were employed in October, by race/ethnicity and hours worked per week: 1970-93

October	All students			White			Black			Hispanic		
	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours
1970	31.5	11.6	2.8	34.0	12.7	2.9	15.6	4.5	2.0	—	—	—
1971	30.4	11.2	2.2	33.5	12.3	2.2	13.9	5.7	2.1	—	—	—
1972	32.5	13.6	2.9	37.2	15.5	3.1	12.0	5.2	2.0	22.3	8.6	2.3
1973	36.1	15.4	3.3	41.0	17.5	3.5	13.8	5.7	1.6	25.7	10.0	3.7
1974	35.2	15.1	3.1	40.0	16.9	3.4	16.3	8.1	1.9	23.3	10.7	2.8
1975	32.9	13.0	2.7	37.9	15.0	3.0	12.9	4.7	1.0	21.2	10.1	3.2
1976	33.4	14.3	2.6	38.9	16.6	2.6	12.7	5.2	2.4	20.1	10.8	2.7
1977	35.8	15.7	3.2	41.7	18.1	3.6	12.5	5.7	1.6	24.8	14.1	4.6
1978	38.2	16.2	2.9	43.9	18.4	3.2	16.1	6.8	1.4	28.0	15.9	3.1
1979	38.0	16.2	2.7	44.4	19.0	2.9	14.1	5.0	1.3	22.0	11.1	3.4
1980	35.1	13.3	2.3	40.7	15.2	2.1	13.7	5.7	1.9	24.5	11.6	4.9
1981	32.5	12.0	2.1	38.8	13.9	2.4	11.0	4.8	1.1	23.0	11.3	2.1
1982	29.5	9.7	1.6	35.9	11.8	2.0	8.9	2.4	0.1	15.0	6.2	1.5
1983	28.7	9.8	1.5	35.1	11.7	1.6	6.8	2.4	0.2	20.4	11.2	3.2
1984	31.0	11.5	1.3	36.4	13.1	1.2	13.4	6.1	0.6	23.2	10.5	3.7
1985	31.3	11.9	1.2	37.7	14.2	1.6	14.5	5.2	0.4	16.9	7.8	0.4
1986	34.1	13.7	1.9	40.3	15.7	2.2	14.5	6.5	0.8	25.8	15.8	1.7
1987	34.6	13.4	1.6	40.9	15.4	1.6	17.6	8.3	1.2	22.4	10.5	2.6
1988	35.1	14.2	1.6	40.6	16.0	1.6	19.3	8.2	1.1	23.2	10.3	2.8
1989	37.6	14.8	1.9	43.3	16.4	1.6	21.1	8.0	1.2	27.9	16.9	5.3
1990	32.1	11.9	2.0	38.0	13.6	1.8	16.7	5.0	1.0	24.6	13.2	4.5
1991	31.1	11.0	1.2	38.5	13.2	1.5	13.1	4.7	0.2	18.7	9.4	1.5
1992	29.6	10.7	1.2	36.1	12.7	1.2	13.7	5.1	0.4	18.9	9.8	2.2
1993	30.5	11.4	1.4	37.7	13.1	1.7	13.0	5.9	0.8	20.6	10.5	1.3

— Not available.

* Includes those with a job but not at work during the survey week.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-7 Percentage of 16- to 24-year-old high school students who were employed in October, by sex and hours worked per week: 1970-93

October	All students			Male			Female		
	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours
1970	31.5	11.6	2.8	34.6	15.0	4.0	28.1	7.8	1.5
1971	30.4	11.2	2.2	33.9	14.9	3.1	26.7	7.2	1.2
1972	32.5	13.6	2.9	36.0	16.9	4.2	28.6	9.9	1.5
1973	36.1	15.4	3.3	39.3	19.5	4.9	32.5	10.8	1.5
1974	35.2	15.1	3.1	38.1	18.5	4.3	32.0	11.4	1.7
1975	32.9	13.0	2.7	34.5	15.7	3.9	31.1	10.0	1.3
1976	33.4	14.3	2.6	35.3	17.3	3.7	31.3	10.9	1.3
1977	35.8	15.7	3.2	39.0	19.0	4.4	32.2	12.1	2.1
1978	38.2	16.2	2.9	39.8	19.2	3.9	36.5	12.9	1.8
1979	38.0	16.2	2.7	39.5	19.1	3.5	36.3	13.0	1.8
1980	35.1	13.3	2.3	36.0	14.7	3.0	34.0	11.9	1.4
1981	32.5	12.0	2.1	34.7	14.2	2.9	30.1	9.8	1.2
1982	29.5	9.7	1.6	29.3	10.6	2.1	29.8	8.6	0.9
1983	28.7	9.8	1.5	28.6	10.0	1.9	28.9	9.6	1.1
1984	31.0	11.5	1.3	31.3	12.6	2.0	30.6	10.3	0.4
1985	31.3	11.9	1.2	31.6	12.8	1.8	31.0	11.0	0.6
1986	34.1	13.7	1.9	33.2	14.0	2.6	35.2	13.4	1.2
1987	34.6	13.4	1.6	33.5	15.1	2.1	35.9	11.5	1.0
1988	35.1	14.2	1.6	34.7	16.7	2.3	35.5	11.3	0.9
1989	37.6	14.8	1.9	36.8	16.4	2.8	38.4	13.0	0.9
1990	32.1	11.9	2.0	32.7	13.2	2.4	31.4	10.4	1.6
1991	31.1	11.0	1.2	30.2	11.4	1.3	32.1	10.5	1.1
1992	29.6	10.7	1.2	31.1	11.9	1.5	27.9	9.4	0.8
1993	30.5	11.4	1.4	29.5	12.0	1.6	31.8	10.8	1.2

* Includes those with a job but not at work during the survey week.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-8 Percentage of 16- to 24-year-old high school students who were employed in October, by family income and hours worked per week: 1970-93

October	All students			Low ¹			Middle ¹			High ¹		
	Total ²	20 or more hours	35 or more hours	Total ²	20 or more hours	35 or more hours	Total ²	20 or more hours	35 or more hours	Total ²	20 or more hours	35 or more hours
1970	31.5	11.6	2.8	21.7	7.3	2.8	31.0	12.4	3.1	35.7	11.3	2.0
1971	30.4	11.2	2.2	22.4	8.8	3.1	30.1	11.6	2.3	33.6	11.1	1.6
1972	32.5	13.6	2.9	19.3	9.0	3.1	31.4	13.9	3.1	39.1	14.4	2.4
1973	36.1	15.4	3.3	18.9	9.6	3.6	35.6	15.2	3.4	42.0	17.4	2.9
1974	35.2	15.1	3.1	—	—	—	—	—	—	—	—	—
1975	32.9	13.0	2.7	18.5	7.4	2.4	31.3	13.2	3.2	40.4	14.4	1.9
1976	33.4	14.3	2.6	20.8	11.1	3.7	31.7	13.4	2.7	40.1	16.8	2.0
1977	35.8	15.7	3.2	17.1	9.8	4.3	33.5	14.6	2.9	45.2	19.5	3.5
1978	38.2	16.2	2.9	19.6	9.4	3.3	37.5	16.4	3.0	44.8	17.7	2.6
1979	38.0	16.2	2.7	21.0	10.8	2.9	36.6	15.9	3.1	46.2	18.5	1.9
1980	35.1	13.3	2.3	19.3	8.2	1.8	34.3	13.7	2.8	42.0	14.5	1.5
1981	32.5	12.0	2.1	15.8	5.9	1.1	31.3	12.1	2.4	41.7	14.5	2.1
1982	29.5	9.7	1.6	14.6	4.7	1.8	28.2	10.3	1.6	38.6	10.7	1.5
1983	28.7	9.8	1.5	11.2	4.1	1.2	26.7	10.1	1.7	40.9	12.0	1.3
1984	31.0	11.5	1.3	15.9	7.3	1.2	30.0	11.3	1.2	40.3	13.9	1.5
1985	31.3	11.9	1.2	13.6	5.5	1.5	30.6	11.9	1.2	41.0	15.2	1.2
1986	34.1	13.7	1.9	18.2	10.3	1.9	33.6	13.1	2.0	42.7	16.6	1.7
1987	34.6	13.4	1.6	20.2	10.1	2.2	35.0	14.0	2.0	40.8	13.9	0.8
1988	35.1	14.2	1.6	20.3	9.9	2.4	35.3	14.7	1.9	41.8	15.2	0.8
1989	37.6	14.8	1.9	22.6	10.0	2.0	38.5	15.8	2.3	43.5	15.3	1.1
1990	32.1	11.9	2.0	21.7	9.5	2.6	32.6	12.6	2.1	36.8	11.6	1.5
1991	31.1	11.0	1.2	15.9	8.6	1.6	33.1	12.1	1.3	35.2	10.0	0.7
1992	29.6	10.7	1.2	13.8	5.0	0.9	30.5	11.6	1.3	36.2	11.9	1.1
1993	30.5	11.4	1.4	15.2	7.0	2.3	31.5	12.4	1.3	36.8	11.8	1.3

— Not available.

¹ Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent of incomes in-between.² Includes those with a job but not at work during the survey week.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 52-1 National index of public effort to fund elementary and secondary education (public school revenues per student in relation to per capita personal income): Selected school years ending 1930-93

School year ending	National index	Public education revenues ¹ (billions)	Total elementary/secondary enrollment (millions)	Public education revenues per pupil ¹	Total personal income ^{1,2} (billions)	Total population ³ (millions)	Per capita personal income ^{1,2}
1930	10.6	\$18.1	28.3	\$639	\$733.4	121.9	\$6,017
1940	14.6	24.0	28.0	856	769.3	131.0	5,871
1950	13.9	34.1	28.5	1,196	1,286.5	149.2	8,623
1960	16.2	74.5	40.9	1,823	1,998.4	177.8	11,238
1966	18.2	117.9	48.5	2,433	2,604.1	194.3	13,402
1968	19.3	139.2	49.9	2,790	2,876.1	198.7	14,474
1970	20.0	158.2	51.1	3,095	3,130.0	202.7	15,443
1971	20.9	166.3	51.3	3,243	3,176.3	205.1	15,490
1972	22.3	180.3	51.3	3,516	3,274.6	207.7	15,769
1973	21.5	180.7	50.7	3,560	3,479.6	209.9	16,578
1974	21.2	185.3	50.4	3,675	3,672.2	211.9	17,329
1975	21.7	184.7	50.1	3,689	3,628.7	213.9	16,968
1976	22.9	190.5	49.8	3,827	3,604.9	216.0	16,691
1977	22.2	190.5	49.5	3,849	3,771.5	218.0	17,298
1978	22.2	193.0	48.7	3,961	3,920.8	220.2	17,802
1979	21.7	190.6	47.6	4,002	4,112.8	222.6	18,477
1980	21.5	185.2	46.6	3,970	4,157.2	225.1	18,472
1981	21.9	181.5	46.2	3,924	4,079.5	227.7	17,914
1982	21.2	173.8	45.5	3,817	4,136.9	230.0	17,989
1983	22.1	177.7	45.2	3,933	4,138.1	232.2	17,822
1984	22.5	183.8	45.0	4,087	4,265.0	234.3	18,203
1985	22.5	192.6	44.9	4,290	4,506.4	236.3	19,067
1986	23.1	203.4	45.0	4,522	4,662.8	238.5	19,553
1987	23.2	211.5	45.2	4,679	4,861.1	240.6	20,203
1988	23.4	217.2	45.5	4,775	4,965.6	242.8	20,451
1989	24.8	235.1	45.4	5,177	5,114.8	245.0	20,875
1990	25.0	242.8	45.9	5,290	5,243.6	247.3	21,200
1991	25.1	247.5	46.4	5,328	5,308.4	249.9	21,242
1992	25.5	251.8	47.2	5,329	5,285.4	252.7	20,918
1993	25.3	258.8	448.1	5,379	5,441.9	255.5	21,302

¹ In constant 1994 dollars, using the CPI adjusted to a school year basis.

² For the calendar year in which the school year began.

³ As of July 1, the year in which the school year began.

⁴ Preliminary data.

NOTE: Public education revenue at the elementary and secondary level are revenues at public schools. Enrollment is in all institutions, public and private.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 3, 37, 38, and 157 (based on Common Core of Data).

Table 52-2 National index of public effort to fund higher education (public revenues per student in relation to per capita personal income): Selected school years ending 1930–92

School year ending	National index ¹	Public higher education revenues ^{1,2} (billions)	Total higher education enrollment (millions)	Public higher education revenues per student ^{1,2}	Total personal income ^{2,3} (billions)	Total population ⁴ (millions)	Per capita personal income ^{2,3}
1930	22.5	\$1.5	1.1	\$1,352	\$733.4	121.9	\$6,017
1940	26.0	2.3	1.5	1,524	769.3	131.0	5,871
1950	32.0	6.8	2.4	2,762	1,286.5	149.2	8,623
1960	31.6	12.9	3.6	3,557	1,998.4	177.8	11,238
1966	33.9	26.9	5.9	4,545	2,604.1	194.3	13,402
1968	32.2	32.2	6.9	4,660	2,876.1	198.7	14,474
1970	30.9	38.1	8.0	4,765	3,130.0	202.7	15,443
1971	30.3	40.2	8.6	4,688	3,176.3	205.1	15,490
1972	30.1	42.5	8.9	4,744	3,274.6	207.7	15,769
1973	29.6	45.3	9.2	4,912	3,479.6	209.9	16,578
1974	28.0	46.5	9.6	4,847	3,672.2	211.9	17,329
1975	28.5	49.5	10.2	4,841	3,628.7	213.9	16,968
1976	27.7	51.6	11.2	4,615	3,604.9	216.0	16,691
1977	27.4	52.2	11.0	4,740	3,771.5	218.0	17,298
1978	26.7	53.6	11.3	4,745	3,920.8	220.2	17,802
1979	25.8	53.7	11.3	4,768	4,112.8	222.6	18,477
1980	24.8	53.0	11.6	4,583	4,157.2	225.1	18,472
1981	24.0	52.0	12.1	4,302	4,079.5	227.7	17,914
1982	22.7	50.6	12.4	4,092	4,136.9	230.0	17,989
1983	22.7	50.3	12.4	4,049	4,138.1	232.2	17,822
1984	22.9	52.0	12.5	4,174	4,265.0	234.3	18,203
1985	23.8	55.5	12.2	4,537	4,506.4	236.3	19,067
1986	24.4	58.5	12.2	4,780	4,662.8	238.5	19,553
1987	23.9	60.5	12.5	4,837	4,861.1	240.6	20,203
1988	23.7	62.0	12.8	4,856	4,965.6	242.8	20,451
1989	23.5	64.0	13.1	4,899	5,114.8	245.0	20,875
1990	22.8	65.5	13.5	4,835	5,243.6	247.3	21,200
1991	22.0	64.5	13.8	4,667	5,308.4	249.9	21,242
1992	21.8	65.4	14.4	4,556	5,285.4	252.7	20,918

¹ The higher education revenues differ from previously published figures as they are now being adjusted by the school year.

² In constant 1994 dollars, using the CPI adjusted to a school year basis.

³ For the calendar year in which the school year began.

⁴ As of July 1, the year in which the school year began.

NOTE: Public higher education revenues are the portion of educational and general revenue from federal, state, and local sources at both public and private institutions. Pell grants and other direct student aid are excluded from this time series, understating public higher education revenues between 2 and 4 percent. Enrollment is in all institutions, public and private.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 3, 37, 38, and 316 (based on Common Core of Data and IPEDS/HEGIS surveys of financial statistics and fall enrollment); *120 Years of American Education: A Statistical Portrait, 1993*, tables 24 and 33 (based on Common Core of Data and IPEDS/HEGIS surveys of Financial Statistics and Fall Enrollment).

Table 52-3 Public elementary and secondary school revenues as a percentage of Gross Domestic Product (GDP) and revenue sources: Selected school years ending 1920–93

School year ending	Public elementary/secondary school revenues as a percentage of GDP ¹	Revenue source (Percent of total public school revenues)		
		Local ²	State	Federal
1920	—	83.2	16.5	0.3
1930	2.0	82.7	16.9	0.4
1940	2.5	68.0	30.3	1.8
1942	1.9	67.1	31.4	1.4
1944	1.4	65.6	33.0	1.4
1946	1.4	63.9	34.7	1.4
1948	1.8	58.3	38.9	2.8
1950	2.1	57.3	39.8	2.9
1952	1.9	57.9	38.6	3.5
1954	2.1	58.1	37.4	4.5
1956	2.4	55.9	39.5	4.6
1958	2.7	56.6	39.4	4.0
1960	3.0	56.5	39.1	4.4
1962	3.3	56.9	38.7	4.3
1964	3.4	56.3	39.3	4.4
1966	3.6	53.0	39.1	7.9
1968	3.9	52.7	38.5	8.8
1970	4.2	52.1	39.9	8.0
1971	4.4	52.5	39.1	8.4
1972	4.6	52.8	38.3	8.9
1973	4.3	51.3	40.0	8.7
1974	4.3	50.1	41.4	8.5
1975	4.4	48.8	42.2	9.0
1976	4.5	46.5	44.6	8.9
1977	4.3	47.8	43.4	8.8
1978	4.1	47.6	43.0	9.4
1979	3.9	44.6	45.6	9.8
1980	3.9	43.4	46.8	9.8
1981	3.9	43.4	47.4	9.2
1982	3.6	45.0	47.6	7.4
1983	3.7	45.0	47.9	7.1
1984	3.7	45.4	47.8	6.8
1985	3.6	44.4	48.9	6.6
1986	3.7	43.9	49.4	6.7
1987	3.7	43.9	49.7	6.4
1988	3.7	44.1	49.5	6.3
1989	3.9	46.0	47.8	6.2
1990	4.0	46.6	47.3	6.1
1991 ³	4.0	46.7	47.2	6.2
1992	4.1	47.0	46.4	6.6
1993	4.1	47.4	45.6	6.9

— Not available.

¹ Gross Domestic Product (GDP) is Gross National Product (GNP) less net property income from abroad for the calendar year in which the school year began.

² Includes intermediate sources and a relatively small amount from nongovernmental sources (gifts and tuition and transportation fees from patrons). Nongovernmental sources accounted for 0.4 percent of total revenues in school year 1967–68.

³ Revised from previously published figures.

NOTE: Beginning in school year 1980–81, revenues for State Education Agencies are excluded. Data for school years 1988–93 reflect new survey collection procedures and may not be entirely comparable to figures for earlier years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 1994, tables 31 and 157 (based on Common Core of Data); Executive Office of the President, *Economic Report to the President*, February 1994, table B-114.

Table 52-4 Higher education revenues as a percentage of GDP and revenue sources: Selected school years ending 1930-92

School year ending	Higher education revenues as a percentage of GDP ¹	Revenue source (Percent of total higher education revenues from public sources)		
		Local	State	Federal ²
1930	0.2	—	88.0	12.0
1940	0.2	11.4	70.5	18.1
1942	0.2	10.7	66.1	23.1
1944	0.3	5.2	34.4	60.4
1946	0.2	6.8	49.7	43.5
1948	0.4	5.1	38.0	56.8
1950	0.4	5.7	45.7	48.7
1952	0.3	6.3	53.9	39.8
1954	0.3	7.1	59.4	33.5
1956	0.4	7.2	59.5	33.2
1958	0.4	6.5	57.6	35.8
1960	0.5	5.9	53.6	40.5
1962	0.6	5.6	49.1	45.3
1964	0.7	5.3	46.8	47.9
1966	0.8	5.2	50.0	44.7
1968	0.9	6.8	56.7	36.5
1970	1.0	8.0	59.6	32.4
1971	1.1	8.4	60.4	31.2
1972	1.1	8.4	60.5	31.1
1973	1.1	8.8	60.6	30.6
1974	1.1	8.6	62.8	28.6
1975	1.2	8.2	62.9	28.9
1976	³ 1.2	8.4	63.6	28.1
1977	1.2	7.9	64.4	27.8
1978	³ 1.1	7.7	65.2	27.0
1979	1.1	6.3	66.0	27.6
1980	³ 1.1	5.7	66.3	28.0
1981	1.1	5.9	66.2	27.9
1982	1.1	6.0	68.1	25.9
1983	1.1	6.1	69.3	24.6
1984	1.0	6.1	69.2	24.6
1985	1.0	6.0	69.7	24.3
1986	1.1	5.9	69.7	24.4
1987	1.1	6.2	69.1	24.8
1988	1.1	6.2	69.3	24.5
1989	1.1	6.4	69.0	24.6
1990	1.1	6.5	68.5	25.0
1991	1.0	6.8	67.8	25.4
1992 ⁴	1.1	6.8	66.6	26.5

— Not available.

¹ Gross Domestic Product (GDP) is Gross National Product (GNP) less net property income from abroad for the calendar year in which the school year began.² Does not include revenues associated with major federally funded research and development centers (FFRDC).³ Revised from previously published figures.⁴ Preliminary data.SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 31 and 316 (based on IPEDS/HEGIS Financial Survey); Executive Office of the President, *Economic Report to the President*, February 1994, table B-114.

Note on calculation of national index of public effort to fund education

There are many indices of public investment in education available. Choosing the most appropriate measure has been an issue in international comparisons as well as national trends. The national index of public effort provides a measure of public investment in each student compared to available societal resources.

Public education revenues per student are the ratio of total public education revenues to public and private enrollment. Per capita income is the ratio of total personal income to total population. The index can be expressed algebraically, therefore, as a function of four variables:

$$\text{National effort index} = \frac{\text{Public education revenues per student}}{\text{Per capita income}} \times 100$$

or

$$\text{National effort index} = \frac{\text{Public education revenues} / \text{Total personal income}}{\text{Total enrollment} / \text{Total population}} \times 100$$

Revenue data from elementary/secondary and higher education are based on different accounting systems and are not entirely comparable. For example, elementary and secondary public revenues represent additions to assets (cash) from taxes, appropriation, and other funds, which do not incur an obligation that must be met at some future date (loans) in all public schools. These include revenues that are spent on construction of buildings and other investments in the physical plant. Because of the difficulty in constructing a comparable time series, public funds going to private schools (for Head Start, disabled children, etc.) have been excluded. For higher education, educational and general public revenues are those available from public sources at both public and private institutions for the *regular or customary activities* of an institution that are part of, contributory to, or necessary to its instructional or research program. These include salaries and travel of faculty and administrative or other employees; purchase of supplies or materials for *current* use in classrooms, libraries, laboratories, or offices; and operation and maintenance of the educational plant. In contrast to elementary/secondary public revenues, higher education public revenues, as defined in this indicator, do not include public funds that would be used for expansion of the physical plant. As a result, the reader should focus on the changes over time in the elementary/secondary and the higher education's measures rather than on comparisons across levels.

Enrollment is in all institutions, regardless of control. No adjustments were made for part-time enrollment.

Total education revenues are in 1994 dollars, based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. Personal income is in constant 1994 dollars.

Table 53-1 Total revenue per student adjusted for cost-of-living, educational needs of children, and revenue shares from local, state, and federal sources, by district characteristics: 1989-90

District characteristics	Percentage of enrollment ¹	Actual dollars	Cost-of-living adjusted dollars ²	Cost and need adjusted dollars ³	Revenue share ¹		
					Percent local	Percent state	Percent federal
Median value of owner-occupied housing							
Less than \$40,000	10.8	\$4,408	\$4,522	\$3,864	33.5	57.1	9.4
\$40,000-54,999	20.2	4,455	4,509	3,905	38.8	53.7	7.5
\$55,000-84,999	32.5	4,691	4,649	4,061	46.0	48.2	5.8
\$85,000 or more	36.5	6,060	5,200	4,537	49.9	45.8	4.3
Median household income							
Less than \$20,000	10.1	4,297	4,411	3,712	28.2	60.1	11.7
\$20,000-24,999	21.3	4,622	4,638	3,999	38.7	53.7	7.6
\$25,000-29,999	25.4	5,107	4,839	4,158	44.0	49.6	6.4
\$30,000-34,999	15.9	5,015	4,677	4,092	44.1	50.9	4.9
\$35,000 or more	27.2	5,862	5,137	4,576	56.3	40.9	2.8
Percentage of students receiving special education services							
10.0 or more	9.3	5,389	4,691	4,227	46.0	47.7	6.3
3.1 to 9.9	69.0	4,914	4,835	3,964	42.3	51.6	6.0
Less than 3.0	21.6	5,003	4,878	4,640	47.4	47.4	5.1
Percentage of school-age children in poverty							
25.0 and above	26.4	5,064	4,702	3,952	27.1	60.1	12.8
15.0 to 24.9	26.3	4,681	4,592	3,955	37.8	53.9	8.3
5.0 to 14.9	36.0	5,048	4,788	4,229	44.9	50.3	4.8
Less than 5.0	11.3	6,432	5,624	5,098	64.7	33.2	2.1
Percentage of children with limited English proficiency							
5.0 or more	21.6	5,433	4,691	3,956	38.0	54.3	7.7
0.1 to 4.9	69.0	5,038	4,835	4,238	46.6	47.9	5.5
0.0	9.3	4,913	4,878	4,292	45.2	49.0	5.8
Percentage of children who are minority							
50.0 or more	26.1	5,378	4,778	4,025	35.4	55.2	9.4
20.0 to 49.9	25.6	4,981	4,750	4,113	43.8	50.1	6.1
5.0 to 19.9	26.4	5,097	4,845	4,289	50.7	45.2	4.1
Less than 5.0	21.9	4,966	4,867	4,321	49.2	46.7	4.1

¹ Details may not add to 100 percent due to rounding.

² The methodology to adjust for cost-of-living involved extrapolating cost-of-living (COL) indices in a number of large cities to metropolitan and nonmetropolitan areas of all states based on the relationship between COL and per capita personal income, housing value, and percentage change in the population. For more information, see supplemental note to this indicator, pages D-10 to D-13 of the report cited below, and the references cited therein.

³ The methodology to adjust for educational needs of children involved increasing the effective number of children who need to be served by multiplying the number of children receiving special education services by 2.3, the number of limited-English-proficient students by 1.2, and the number of children living in poverty by 1.2. For more information, see the supplemental note to this indicator, pages D-14 to D-15 of the report cited below, and the references cited therein.

NOTE: See the supplemental note to this indicator for further discussion of issues in the measurement of educational resource disparity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Disparities in Public School District Spending: 1989-90*, tables A1.1, A1.2, A2.1, and A2.2.

Special considerations used in the analysis of public school district funding

This indicator is drawn from the U.S. Department of Education, National Center for Education Statistics, *Disparities in Public School District Spending 1989–90* (1995). This note is condensed from appendix D of that report. More details appear in the report, including the methodology used in imputation of missing values. The report and this indicator utilize the entire population of school districts. Standard errors are not presented since sampling variation is nonexistent when reporting data from the population of all districts.

Note on Expenditure Differences

Revenue is only one side of the school district funding equation. As noted below, expenditures also vary across different types of students, such as special education, "Chapter 1," and limited-English proficient (LEP) students. Schools also may have differing costs of transportation and maintenance. Adjusting for these costs may allow for more precise measurement of the differences of resource availability across districts.

The report *Disparities in Public School District Spending 1989–90* (1995) does make some of these adjustments. The report also uses multivariate regression methods to account for different district characteristics. In general, the expenditure analysis shows that spending on students is more equitable than the unadjusted numbers show. The analysis also shows that poorer districts are spending less on maintenance, which may point to the emergence of physical facility problems in the future.

Note on Adjustments for Cost-of-Living

When educational expenditures per student are reported, comparable power to purchase education goods and services is assumed. Because of locational cost differentials, however, identical expenditures may not have the same purchasing power in different districts. To allow meaningful comparisons of revenues and expenditures per pupil across districts, it may be important to convert these nominal amounts (actual dollars) into amounts that reflect real purchasing power (cost-of-living adjusted dollars).

Although the concept of adjusting for cost differentials to make comparisons in expenditures and revenues across regions is generally accepted, the most appropriate set of adjustments to be used for these purposes has yet to be fully agreed upon or developed. One issue associated with the use of the indices included in this analysis is the relative lack of detail. For the majority of the states, only two indices were provided, metropolitan and nonmetropolitan areas. This level of aggregation masks a great deal of district-level variation and would seem to be of especially questionable use in state-level analyses. However, more detail was provided for the most populous states. For example, seven indices were calculated for California with unique indices provided for each of the five large cities (population greater than 1.5 million persons). The present analysis assumes this level of detail to be sufficient for the full universe of districts across the nation.

The most appropriate form of cost adjustment to be used with these fiscal data would be based on measures of variation in the cost-of-education resources in different locations throughout the country. Although work on the development of such cost-of-education differentials has been investigated by NCES, this type of cost-adjustment factor is not available for use at the current time. Lacking cost adjustments based on differences in the cost-of-education, a second option is to base the cost factors to be used in this indicator on differences in cost-of-living within states and across the nation. Although less preferable than cost-of-education measures, it has been shown that variations in the cost-of-living are highly correlated with differences in the cost-of-education (Chambers 1981; Chambers et al. 1993).

McMahon and Chang (1991) have produced a set of unique cost-of-living indices for each major metropolitan area that show urban/rural differentials across all of the states. These indices were derived from a regression analysis of the relationship between the cost-of-living and per capita personal income, housing value, and percentage change in population. Thus, in the absence of cost-of-education measures, the

McMahon and Chang measures were used to produce alternative sets of revenue values to accompany the actual values. These cost-of-living indices were attached to individual districts through the use of the metropolitan statistical area and metropolitan status codes for school districts from the NCES 1989–90 Common Core of Data (CCD) district file.

Note on Other Adjustments

The cost-of-living adjustments may not fully account for differences in resource availability between districts. For instance, school districts receive additional state and federal funds based on the number of students eligible for compensatory education programs. They may also receive additional revenue for LEP and special education students. Detailed budgetary data are not available that would allow a precise estimation of the additional revenue obtained by these programs. The report from which this indicator was drawn makes some assumptions about the amounts of revenue districts receive for special education, limited-English-proficient, and LEP and compensatory education students, and makes further assumptions that these revenues represent the best estimate for how much more expensive such students are to educate. In the case of special education students, the additional cost of educating these students was based on a study of expenditures. When these assumptions are made, actual dollar revenues per student can be adjusted for these varying degrees of student "need." The need-adjusted revenues per student exhibit wider differences than are exhibited by the actual dollar revenue differences for each category of district characteristics shown, except for proportion of minority enrollment. The need-adjusted revenues per student across districts with varying proportions of minority students are more equal than shown in the actual dollar amounts. Readers who are interested in a fuller discussion of these issues are encouraged to refer to the report cited above.

SOURCES:

J.G. Chambers. "Cost and Price Level Adjustments to State Aid for Education: A Theoretical and Empirical Review." In *Perspectives in State School Support Programs—Second Annual Yearbook of the American Educational Finance Association*. K. Jordan, ed. Ballinger Publishing Company, 1981.

J.G. Chambers, T. Parrish, M. Goertz, C. Marder, and C. Padilla. *Translating Dollars into Services: Chapter 1 Resources in the Context of State and Local Resources for Education*. Prepared for the U.S. Department of Education. Palo Alto, CA: American Institutes for Research, April 1993.

W.W. McMahon and S. Chang. *Geographic Cost of Living Differences: Interstate and Intrastate, Update 1991*. MacArthur/Spencer Series Number 20. Normal, IL: Center for the Study of Educational Finance, Illinois State University, April 1991.

Table 54-1 Current public expenditures for education, by school level and country: School year 1991-92

Country	As a percent of GDP ²			Per student ¹					
	Preprimary	1st-12th	Higher education	Constant 1991-92 U.S. dollars ³			As a fraction of GDP per capita ²		
				Preprimary	1st-12th	Higher education	Preprimary	1st-12th	Higher education
Australia ⁴	—	2.7	1.6	—	\$2,532	\$6,001	—	15.0	35.5
Austria	0.3	3.3	0.9	\$2,400	4,107	4,996	13.3	22.8	27.7
Belgium	0.4	3.3	0.9	1,659	3,438	5,889	9.2	19.0	32.6
Canada	—	4.3	2.4	—	4,935	9,829	—	24.8	49.3
Czech Republic	0.5	2.8	0.6	1,165	1,137	3,153	16.3	15.9	44.0
Denmark ⁵	0.9	3.9	1.1	5,796	4,475	6,271	32.9	25.4	35.6
Finland	0.7	4.9	2.0	5,725	4,237	8,285	39.5	29.3	57.2
France	0.6	3.4	0.8	2,337	3,630	4,676	12.6	19.6	25.3
Former West Germany ^{5,6}	0.2	2.4	0.8	1,619	3,616	5,749	8.0	17.8	28.3
Hungary	0.8	4.2	1.4	1,530	1,728	8,693	22.2	25.1	126.2
Ireland	0.5	3.6	1.1	1,633	2,083	5,616	12.8	16.3	44.0
Italy	0.4	3.3	0.6	2,259	4,036	3,888	13.0	23.2	22.4
Japan	0.1	2.3	0.3	800	2,707	2,358	4.0	13.7	11.9
Netherlands	0.3	3.2	1.7	2,232	3,192	9,983	13.2	18.8	58.9
New Zealand ⁷	0.2	3.2	1.4	1,622	2,263	6,081	11.5	16.0	43.0
Norway ⁵	0.7	4.8	1.2	4,206	5,262	6,690	23.8	29.8	37.9
Portugal ^{8,9}	0.1	3.9	0.8	643	1,992	4,638	6.6	20.4	47.6
Spain ¹⁰	0.3	3.1	0.7	1,261	2,094	2,640	9.9	16.4	20.6
Sweden ⁷	1.1	4.6	1.9	5,819	5,336	13,518	33.8	31.0	78.5
Switzerland ^{5,8}	0.2	3.2	0.8	1,629	4,838	9,674	7.3	21.7	43.4
United Kingdom ¹¹	0.1	3.8	1.0	1,819	3,365	9,154	11.2	20.6	56.2
United States	0.2	3.5	1.2	2,234	4,909	6,984	9.5	20.9	29.8

— Not available.

¹ Enrollment is in all institutions, public and private, and is based on headcount estimates for preprimary through 12th grade. For higher education, it is full-time-equivalent enrollment.

² Gross domestic product is gross national product less net property income from abroad.

³ Purchasing Power Parity Indices (PPPI) were used to convert other currencies to U.S. dollars. Because the fiscal year has a different starting date in different countries, within-country Consumer Price Indices (CPI) were used to adjust the PPPIs to account for inflation.

⁴ Expenditures for higher education include expenditures for vocational secondary education, as it is taught in institutions of higher education, and are from 1991-92. Expenditures for pre-primary, 1st-12th grades, and private higher education are from 1990-91.

⁵ Expenditure data for publicly-supported private schools include capital expenditures.

⁶ Includes contributions to the pension funds of teachers who are civil servants.

⁷ All expenditure figures include capital expenditures.

⁸ Expenditure data include only net expenditures for ancillary services.

⁹ Enrollment data from 1990-91.

¹⁰ Public expenditure for education is underestimated because a large part of the pension costs are not included.

¹¹ Excludes expenditures on nursing and paramedical education.

SOURCE: Organization for Economic Co-operation and Development, Center for Educational Research and Innovation, International Indicators Project, 1995.

Table 54-2 Current and capital public expenditures (in 1991-92 U.S. dollars) as a percentage of total education expenditures, by school level and country: School year 1991-92

Country	Preprimary			1st-12th			Higher education			Undistributed other	
	Total expenditure (millions) ¹	Percent current	Percent capital	Total expenditure (millions) ¹	Percent current	Percent capital	Total expenditure (millions) ¹	Percent current	Percent capital	Percent current	Percent capital
Australia ²	\$164	90.4	9.6	\$9,822	81.1	18.9	\$4,995	90.9	9.1	—	—
Austria	511	92.7	7.3	5,243	88.9	11.1	1,584	80.8	19.2	94.1	5.9
Belgium	744	99.2	0.8	5,992	99.6	0.4	1,660	99.0	1.0	95.8	4.2
Canada	—	—	—	25,407	92.0	8.0	12,964	99.4	0.6	—	—
Czech Republic	403	94.2	5.8	2,298	89.5	10.5	477	88.6	11.4	94.8	5.2
Denmark ³	838	98.8	1.2	3,732	—	—	1,183	85.5	14.5	97.4	2.6
Finland	507	100.0	0.0	3,715	95.7	4.3	1,517	94.8	5.2	97.3	2.7
France	6,272	97.1	2.9	40,117	90.4	9.6	9,659	90.8	9.2	97.3	2.7
Former West Germany ^{3,4}	3,406	—	—	33,329	—	—	12,118	87.8	12.2	97.2	2.8
Hungary	635	94.9	5.1	3,387	88.3	11.7	1,118	90.7	9.3	89.5	10.5
Ireland	214	97.1	2.9	1,680	96.8	3.2	561	89.4	10.6	97.5	2.5
Italy	3,679	96.5	3.5	34,689	96.7	3.3	8,513	70.7	29.3	90.2	9.8
Japan	1,864	89.5	10.5	68,035	83.7	16.3	8,134	86.3	13.7	92.4	7.6
Netherlands	845	97.9	2.1	8,387	98.9	1.1	4,544	93.8	6.2	99.4	0.6
New Zealand ⁵	94	—	—	1,550	—	—	690	—	—	—	—
Norway ³	600	92.5	7.5	3,806	—	—	1,087	84.9	15.1	98.1	1.9
Portugal ^{6,7}	120	91.4	8.6	3,873	96.5	3.5	970	82.5	17.5	87.5	12.5
Spain ⁸	1,404	92.5	7.5	16,684	92.4	7.6	4,217	81.8	18.2	95.4	4.6
Sweden ⁵	1,572	—	—	6,827	—	—	2,801	—	—	—	—
Switzerland ^{3,6}	256	92.0	8.0	5,160	93.7	6.3	1,534	81.5	18.5	62.7	37.3
United Kingdom ⁹	790	96.1	3.9	37,446	94.9	5.1	9,995	94.6	5.4	—	—
United States	11,485	92.6	7.4	227,502	91.0	9.0	79,322	91.0	9.0	—	—

— Not available or not applicable.

¹ Purchasing Power Parity Indices (PPPI) were used to convert other currencies to U.S. dollars. Because the fiscal year has a different starting date in different countries, within-country Consumer Price Indices (CPI) were used to adjust the PPPIs to account for inflation.

² Expenditures for higher education include expenditures for vocational secondary education, as it is taught in institutions of higher education, and are from 1991-92. Expenditures for pre-primary, 1st-12th grades, and private higher education are from 1990-91.

³ Expenditure data for publicly-supported private schools include capital expenditures.

⁴ Includes contributions to the pension funds of teachers who are civil servants.

⁵ All expenditure figures include capital expenditures.

⁶ Expenditure data include only net expenditures for ancillary services.

⁷ Enrollment data from 1990-91.

⁸ Public expenditure for education is underestimated because a large part of the pension costs are not included.

⁹ Excludes expenditures on nursing and paramedical education.

SOURCE: Organization for Economic Co-operation and Development, Center for Educational Research and Innovation, International Indicators Project, 1995.

Table 54-3 Current public expenditures on education as a percentage of total public expenditures, by school level and country: School year 1991-92

Country	Current public expenditure for education ^{1,2} (millions)	Total public expenditure ² (millions)	Current public expenditures on education as a percentage of total public expenditures ¹				
			Total	Pre-primary	1st-12th grades	Higher education	Undistributed/other
Australia ³	\$16,845	\$153,068	11.0	0.1	6.9	3.9	0.0
Austria	101,309	1,042,240	9.7	0.7	6.4	1.8	0.9
Belgium	378,264	4,052,266	9.3	0.7	5.7	1.6	0.0
Canada	45,149	344,182	13.1	—	8.5	4.7	1.7
Czech Republic	35,481	253,100	14.0	1.6	8.8	1.8	0.2
Denmark ⁴	51,505	518,443	9.9	1.5	6.4	1.8	1.1
Finland	38,824	284,523	13.6	1.2	8.1	3.3	0.5
France	353,491	3,632,750	9.7	1.1	6.6	1.6	0.5
Former West Germany ^{4,5}	98,870	1,350,340	7.3	0.5	4.9	1.7	0.3
Hungary	184,652	990,400	18.6	2.4	11.9	4.0	0.3
Ireland	1,567	—	—	—	—	—	—
Italy	70,461,305	805,947,000	8.7	0.7	6.2	1.1	0.7
Japan	13,909,340	146,174,000	9.5	0.2	7.2	0.9	1.2
Netherlands	30,495	328,690	9.3	0.6	5.5	2.8	0.4
New Zealand ⁶	4,344	—	—	—	—	—	—
Norway ^{4,7}	50,288	387,906	13.0	1.3	8.7	2.2	0.7
Portugal ^{8,9}	574,449	—	—	—	—	—	—
Spain ¹⁰	2,443,165	—	—	—	—	—	—
Sweden ⁶	108,536	949,441	11.4	1.6	7.0	2.9	0.0
Switzerland ^{4,8}	16,395	117,630	13.9	0.4	9.1	2.4	2.0
United Kingdom ¹¹	28,021	251,533	11.1	0.2	8.7	2.3	0.0
United States	282,001	2,216,000	12.7	0.5	9.1	3.2	0.0

—Not available.

¹ Current expenditures exclude both capital expenditures and servicing of debt.

² National currency.

³ Expenditures for higher education include expenditures for vocational secondary education, as it is taught in institutions of higher education, and are from 1991-92. Expenditures for pre-primary, 1st-12th grades, and private higher education are from 1990-91.

⁴ Expenditure data for publicly-supported private schools include capital expenditures.

⁵ Includes contributions to the pension funds of teachers who are civil servants.

⁶ All expenditure figures include capital expenditures.

⁷ Total public expenditure figure from 1990-91.

⁸ Expenditure data include only net expenditures for ancillary services.

⁹ Enrollment data from 1990-91.

¹⁰ Public expenditures for education is underestimated because a large part of the pension costs are not included.

¹¹ Exclude expenditures on nursing and paramedical education.

SOURCE: Organization for Economic Co-operation and Development, Center for Educational Research and Innovation, International Indicators Project, 1995.

Table 54-4 Distribution of current public expenditures on education for each school level, by country: School year 1991-92

Country	Total	Preprimary	1st-12th grades	Higher education	Undistributed/other
Australia ¹	100.0	1.2	62.9	35.9	0.0
Austria	100.0	6.7	65.9	18.1	9.3
Belgium	100.0	7.6	61.1	16.8	14.5
Canada	100.0	—	64.5	35.5	0.0
Czech Republic	100.0	11.6	63.0	13.0	12.4
Denmark ²	100.0	15.1	64.1	18.4	2.4
Finland	100.0	8.5	59.6	24.1	7.7
France	100.0	11.3	67.5	16.3	4.8
Former West Germany ^{2,3}	100.0	6.2	66.7	22.8	4.4
Hungary	100.0	12.9	63.8	21.6	1.7
Ireland	100.0	8.7	67.9	20.9	2.5
Italy	100.0	7.5	71.2	12.8	8.5
Japan	100.0	2.2	75.9	9.4	12.5
Netherlands	100.0	5.9	59.6	30.6	3.9
New Zealand ⁴	100.0	3.3	55.0	24.5	17.2
Norway ²	100.0	10.2	67.4	17.0	5.3
Portugal ^{5,6}	100.0	2.3	77.1	16.5	4.1
Spain ⁷	100.0	6.3	74.3	16.6	2.9
Sweden ⁴	100.0	14.0	61.0	25.0	0.0
Switzerland ^{2,8}	100.0	3.2	65.4	16.9	14.5
United Kingdom ⁸	100.0	1.7	77.7	20.7	0.0
United States	100.0	3.7	71.4	24.9	0.0

— Not available.

¹ Expenditures for higher education include expenditures for vocational secondary education, as it is taught in institutions of higher education, and are from 1991-92. Expenditures for pre-primary, 1st-12th grades, and private higher education are from 1990-91.

² Expenditure data for publicly-supported private schools include capital expenditures.

³ Includes contributions to the pension funds of teachers who are civil servants.

⁴ All expenditure figures include capital expenditures.

⁵ Expenditure data include only net expenditures for ancillary services.

⁶ Enrollment data from 1990-91.

⁷ Public expenditure for education is underestimated because a large part of the pension costs are not included.

⁸ Excludes expenditures on nursing and paramedical education.

SOURCE: Organization for Economic Co-operation and Development, Center for Educational Research and Innovation, International Indicators Project, 1995.

Table 54-5 Public current education expenditures (in national currency) and total enrollment, by school level and country: School year 1991-92

Country	Population (thousands)	Public current education expenditures (millions)					Enrollment in public and private schools ¹			PPP ³	CPI adjustment ³
		GDP ² (millions)	Pre-primary	1st-12th grades	Higher education	Undistributed/other	Pre-primary	1st-12th grades	Higher education		
Australia ⁴	17,292	\$389,247	\$198	\$10,601	\$6,046	0	—	3,145,004	756,711	1.33	1.000
Austria	7,884	2,035,606	6,782	66,796	18,336	9,395	197,186	1,135,061	256,096	14.33	1.000
Belgium	10,045	7,032,336	28,592	231,262	63,684	54,726	444,746	1,736,375	279,126	38.74	1.000
Canada	27,102	671,888	—	29,105	16,044	0	232,841	4,738,305	1,311,446	1.26	1.010
Czech Republic	10,313	803,300	4,130	22,365	4,602	4,385	325,791	1,807,488	134,142	10.88	1.000
Denmark ⁵	5,171	853,981	7,766	32,996	9,486	1,257	142,907	786,444	161,331	9.38	1.000
Finland	5,042	475,674	3,300	23,155	9,374	2,995	88,492	838,902	173,702	6.51	1.000
France	57,372	6,987,221	40,087	238,580	57,689	17,135	2,606,949	9,988,080	1,875,128	6.58	1.000
Former West Germany ^{6,7}	64,846	2,794,200	6,092	65,907	22,523	4,348	1,777,152	8,604,854	1,849,926	2.12	1.000
Hungary	10,337	2,805,000	23,755	117,858	39,917	3,122	394,091	1,730,708	116,550	39.40	1.000
Ireland	3,547	29,609	136	1,064	328	39	127,335	780,914	89,306	0.65	1.000
Italy	57,900	1,504,323,000	5,312,203	50,186,751	8,996,996	5,965,355	1,572,699	8,314,141	1,547,474	1495.53	1.000
Japan	124,020	454,435,250	309,124	10,557,126	1,300,723	1,742,367	2,084,239	21,045,895	2,976,728	187.79	1.013
Netherlands	15,184	563,220	1,811	18,162	9,328	1,194	370,509	2,598,525	426,771	2.19	1.000
New Zealand ⁷	3,415	74,301	145	2,387	1,063	748	58,238	685,230	113,506	1.54	1.000
Norway ⁸	4,287	701,652	5,143	33,901	8,555	2,689	131,960	695,364	138,004	9.27	1.000
Portugal ^{9,10}	9,846	11,366,000	12,948	442,983	94,810	23,708	170,052	1,876,768	172,545	118.49	1.000
Spain ¹⁰	39,085	58,852,000	152,867	1,814,693	405,941	69,664	1,030,083	7,366,351	1,306,813	117.67	1.000
Sweden ⁷	8,646	1,443,581	15,236	66,153	27,147	0	270,193	1,279,414	207,237	9.87	1.018
Switzerland ^{6,8}	6,875	339,470	522	10,719	2,773	2,381	144,629	999,067	129,278	2.22	1.000
United Kingdom ¹¹	57,850	577,382	465	21,764	5,793	0	417,530	10,562,869	1,033,439	0.62	1.015
United States	254,149	5,803,800	10,343	201,466	70,192	0	4,758,875	42,185,699	10,329,380	0.99	1.014

— Not available.

¹ Enrollment is in all institutions, public and private, and is based on headcount estimates for preprimary through 12th grade. For higher education, it is full-time-equivalent enrollment.

² Gross domestic product is gross national product less net property income from abroad.

³ Purchasing Power Parity Indices (PPPI) were used to convert other currencies to U.S. dollars. Because the fiscal year has a different starting date in different countries, within-country Consumer Price Indices (CPI) were used to adjust the PPPIs to account for inflation.

⁴ Expenditures for higher education include expenditures for vocational secondary education, as it is taught in institutions of higher education, and are from 1991-92. Expenditures for pre-primary, 1st-12th grades, and private higher education are from 1990-91.

⁵ Expenditure data for publicly-supported private schools include capital expenditures.

⁶ Includes contributions to the pension funds of teachers who are civil servants.

⁷ All expenditure figures include capital expenditures.

⁸ Expenditure data include only net expenditures for ancillary services.

⁹ Enrollment data from 1990-91.

¹⁰ Public expenditure for education is underestimated because a large part of the pension costs are not included.

¹¹ Excludes expenditures on nursing and paramedical education.

SOURCE: Organization for Economic Co-operation and Development, Center for Educational Research and Innovation, International Indicators Project, 1995.

Note on international comparisons of current public education expenditures

The purpose of this indicator is to compare *public* support for education, based on Gross Domestic Product (GDP), population, and school enrollment, across the developed countries for which data are available.

Definitions

Public education expenditures include funds channeled to both public and private schools by federal, state, and local governments either directly or through students. This includes expenditures at public schools funded by public sources and subsidies to students at private schools from government agencies. *Private education expenditures* are expenditures financed by private sources—households, private nonprofit institutions, businesses, and corporations. For example, this includes expenditures supported by public and private school tuition and fees, and expenses for books and materials that must be purchased by students themselves.

Current expenditures are expenditures for educational goods and services whose life span should not in principle exceed the current year (salaries of personnel, school books and other teaching materials, scholarships, minor repairs and maintenance to school buildings, administration, etc.). Current expenditures exclude both capital expenditures (construction of buildings, major repairs, major items of equipment, vehicles) and the servicing of debt.

This indicator focuses on the portion of current education expenditures at both public and private schools funded by public sources.

Expenditures in the United States

Elementary and Secondary

For the United States, *current public expenditures for elementary and secondary education* include current expenditures in local public school districts funded by state and local taxes, federal programs administered by the U.S. Department of Education (ED), and federal programs operated outside of ED that are not administered by state or local education agencies, e.g., Head Start, Department of Defense Schools, and schools operated by the Bureau of Indian Affairs.

Also included are federal expenditures to operate ED and other activities, such as research, statistics, assessment, and school improvement, and state expenditures to operate state departments of education and other direct state expenditures, including state schools for the deaf and blind and reform schools.

Some expenditures, such as those for federal or state agency administration and those for ungraded special education programs, cannot be assigned to particular grade levels by any obviously universally superior method. These expenditures defy strict grade-level categorizations. Like some other countries, the United States has chosen to prorate these expenditures over the grade levels based on the relative size of enrollments, staffing, and salaries. Other countries, however, have chosen not to allocate such expenditures, classifying them, instead, as "undistributed."

Higher Education

Current public expenditures for higher education in the United States include expenditures at both public and private colleges and universities funded by federal, state, and local governments. The Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for NCES, gathers institutional reports for revenue received by both public and private institutions from both public and private sources. Current expenditures by public and private nonprofit institutions are separated into public and private expenditures based on the share of current fund revenues from federal, state, and local sources.

Most federal aid goes to students who then spend it on education (e.g., tuition) and noneducation (room and board) services. It was assumed that the 60 percent of federally administered Pell grants were spent by students on education expenditures.

With the exception of Pell grant money, public expenditures for less-than-2-year public and private institutions were not available; therefore, *current public expenditures for higher education* in the United States are biased downward. But the students participating in these institutions are

also excluded from higher education enrollments; as a result, the estimate of *public expenditures per student* would be biased upward if the per-student public expenditures in less-than-2-year institutions are less than those in other higher education institutions.

Private Expenditures

Per pupil expenditures are calculated as current public expenditures divided by enrollment in both public and private schools. This is a measure of average public investment per student in the education system, rather than a measure of the total resources a student receives, which would include private expenditures. For Canada, France, Germany, Japan, and the United States, private education expenditures are a significant portion of the GDP.

Total Expenditures on Education in 1992

Country	Percentage of GDP		Total
	Public sources	Private sources	
Canada	7.2	0.2	7.4
France	5.5	0.4	5.9
Former West Germany*	4.1	1.5	5.6
Spain	4.6	0.7	5.3
Japan	3.6	1.1	4.7
United Kingdom	5.2	—	—
United States	5.4	1.6	7.0

— Not available.

*Data for private sources from 1991.

NOTE: Total expenditures include current expenditures, capital expenditures, and interest on debt.

SOURCE: Organization for Economic Cooperation and Development, *Education at a Glance: OECD Indicators*, 1995, table F1 (B3).

How Students Are Classified

The International Standard Classification of Education (ISCED) was designed as an instrument for presenting statistics of education internationally. Many countries report education statistics to UNESCO and the Organization for Economic Cooperation and Development (OECD) using the ISCED. In this classification system, education is divided into several levels.

The following are summary definitions used in this indicator:

- *Education preceding the first level*, where it is provided, usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1–3 years. For the United States, this would primarily be nursery schools and kindergarten classes.
- *Education at the first level* usually begins at age 5, 6, or 7 and lasts for about 5 or 6 years. For the United States, this would start with grade 1 and finish with grade 6.
- *Education at the second level, first stage*, begins at about age 11 or 12 and lasts for about 3 years. *Education at the second level, second stage*, begins at about age 14 or 15 and lasts about 3 years. For the United States, second level would start with grade 7 and finish with grade 12.
- *Education at the third level* is provided at universities, colleges, and professional schools, and typically requires as a minimum condition of admission the successful completion of education at the second level (or equivalent knowledge). For the United States, third level includes junior colleges and degree-granting institutes in addition to 4-year colleges and universities.

For the United States, preprimary education includes enrollment in both public and private nursery schools and kindergartens. This is what is considered *education preceding the first level* using ISCED terminology. ISCED levels 1 and 2 are defined as total public and private enrollments in grades 1–12, and ISCED level 3 is defined as higher education for the purposes of this indicator. Expenditures reported by countries as "undistributed" or "other" are shown in table 54-4, and are not allocated across education levels in this indicator.

How Expenditures Are Compared Across Countries

To compare public expenditures per student in the United States to expenditures per student in other countries, expenditures must be denominated in a common currency. Conversion of other countries' expenditures to U.S. dollars facilitates comparison with expenditures in the United States. There are at least two methods of conversion: (1) market exchange rates, and (2) Purchasing Power Parity (PPP) indices.

The market exchange rate is the rate at which an individual can exchange the currencies of two countries. It is determined by confidence in the

government, the monetary system, and the economies of the two countries and by the relative demand for the commodities that the two countries trade. Market exchange rates can be highly volatile.¹

PPP indices are calculated by comparing the cost of a fixed market basket of goods in each country. Changes over time in the PPP index are determined by the rates of inflation in each country. The PPP index is not volatile.²

PPP indices for the GDP have been used in this indicator.²

Because the fiscal year has a different starting month in different countries, within-country Consumer Price Indices (CPIs) calculated by the International Monetary Fund were used to adjust educational expenditure per-pupil data to allow for inflation between the starting month of the fiscal year and July 1, 1990. See supplemental table 54-5 for both the PPP indices used in this indicator and the CPI adjustment ratios.

Problems in Comparing Education Expenditures Across Countries

There exists some variation in the coverage and the character of the education expenditure data that countries submit to OECD. Sometimes, an individual expenditure item may be included in the expenditure data from one country, but not included in the expenditure data from another. Discrepancies arise because one country may collect certain kinds of data that another country either does not collect, or does not collect in its "education" data collections. Or, one country may define what constitutes an "education" expenditure differently than another country does.

Discrepancies between which expenditure items are included in one country's expenditure figures and not in another's tend to arise in three general domains:

(1) **Non-instructional (or, ancillary) services:** Some countries provide fewer ancillary services in their schools and, thus, include fewer expenditures for such services in their education expenditure figures. Examples of ancillary services are school cafeterias; dormitories; schools sports programs; school health clinics or visiting school nurses; attendance (i.e., truancy) services; and speech or psychological therapy services. U.S. schools tend to subsidize relatively more

ancillary services through their education budgets than do schools in most other countries. In some countries (e.g., Germany), *none* of the aforementioned services are provided at the primary and lower secondary levels by many schools.

(2) **Private expenditures:** Some countries' education systems receive large private contributions. The most common forms of private contributions to education are student tuition or fees; organizational subsidies, such as those provided by religious denominations to their own schools; and corporate in-kind contributions, such as those provided by German and Austrian firms that provide vocational courses on the shop floor for participating youth apprentices. Private expenditures have not been included in the indicators used in this report, in part because precise figures for private education expenditures are not available for the U.S. nor for several other countries.

(3) **The boundaries of education:** There exist fewer (though, still some) inconsistencies in comparing just the *instructional* expenditures for *primary* and *secondary* public education in just the *academic* track. But, the "borderlands" of education cause comparability problems. The borderlands include: preprimary education and daycare; special education; adult education; vocational and technical education; and proprietary education. Some countries, for example, simply do not collect expenditure data for private "center-based" daycare as they do not define such to be "education." Indeed, in some countries, even public daycare is not managed by education authorities; rather, it is the responsibility of human services departments.

The exact location of each "boundary" also varies from country to country and even within each country. In Canada, for example, vocational/technical students in Quebec choose to enter vocational/technical college in the 12th grade, while in the other Canadian provinces with vocational/technical colleges, entry is in the 13th or 14th grade. Thus, vocational/technical students in the other provinces spend another year or two at the upper secondary level. The more time the average student spends in a level of education, the greater will be the expenditure at that level.

Even these three domains do not include all the possible comparability problems. There remain, for example, inconsistencies in how different countries treat public contributions to teacher retirement and fringe benefits, student financial aid, and university research and hospitals.

The National Center for Education Statistics (NCES) has sponsored two studies designed to examine the issue of the comparability of national figures of education expenditure. The studies involve 10 countries and examine, in detail, the content of their education expenditures, as they are reported to the OECD.

Thus far, participating education ministries have been receptive to the idea of improving comparability in the OECD data collection. Indeed, some countries have already modified their data submissions to the OECD for this latest year, thus improving the comparability of education expenditures across countries for the data collection used for this report. These changes were motivated in part by preliminary findings from the NCES expenditure comparability studies.³

NOTES:

¹For a further argument against using market exchange rates, see Edith M. Rasel and Lawrence Mishel, *Shortchanging Education*, Economic Policy Institute, January 1990.

²PPP indices for other aggregates such as private consumption expenditures are available. See Stephen M Barro, *International Comparisons of Education Spending: Some Conceptual and Methodological Issues*, SMB Economic Research, Inc., April 1990, for a discussion of the strengths and weaknesses of using various indices.

³See Stephen M. Barrow, *Preliminary Findings from the Expenditure Comparability Study*, SMB Economic Research, Inc., June, 1993.

Table 55-1 Educational and general expenditures per full-time-equivalent student (in 1994 constant dollars) of institutions of higher education, by type of expenditure and type of institution: Academic years ending 1977-92

Academic year ending	Total	Instruction	Administration ¹	Student services	Research	Libraries	Public services	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
Private universities²										
1977	\$22,120	\$8,410	\$2,929	\$737	\$4,658	\$919	\$495	\$1,938	\$1,794	\$238
1978	21,897	8,310	2,925	737	4,550	920	463	1,915	1,830	248
1979	22,176	8,287	3,113	763	4,594	866	465	1,996	1,798	295
1980	22,529	8,530	3,194	758	4,625	830	520	2,000	1,783	288
1981	22,778	8,683	3,173	801	4,513	839	471	2,074	1,873	349
1982	22,691	8,862	3,139	826	4,296	840	458	2,148	1,856	267
1983	22,899	9,016	3,393	851	4,091	826	473	2,107	1,873	269
1984	24,601	9,487	3,747	907	4,362	934	486	2,226	2,159	291
1985	25,647	9,748	3,828	967	4,653	901	622	2,287	2,289	352
1986	26,705	10,086	4,006	1,027	4,937	931	635	2,297	2,436	351
1987	29,094	11,175	4,420	1,123	5,366	889	743	2,250	2,723	405
1988	29,413	11,041	4,466	1,122	5,506	1,028	722	2,276	2,817	436
1989	29,917	11,361	4,536	1,119	5,512	1,010	747	2,246	2,913	471
1990	30,317	11,466	4,467	1,126	5,648	1,030	769	2,281	2,992	539
1991	31,230	11,960	4,613	1,172	5,553	995	800	2,424	3,211	502
1992	32,242	12,304	4,764	1,187	5,619	1,043	810	2,427	3,578	511
Public universities										
1977	\$14,289	\$5,572	\$1,855	\$527	\$2,623	\$503	\$1,159	\$1,302	\$573	\$175
1978	14,441	5,666	1,900	549	2,680	485	1,135	1,327	551	149
1979	14,967	5,847	1,961	556	2,833	483	1,221	1,388	526	152
1980	14,829	5,748	1,860	560	2,891	548	1,197	1,359	520	148
1981	14,582	5,617	1,877	550	2,867	472	1,211	1,328	515	145
1982	14,377	5,581	1,883	540	2,768	466	1,167	1,347	501	124
1983	14,361	5,576	1,881	540	2,755	472	1,161	1,350	502	123
1984	14,723	5,678	1,934	550	2,815	493	1,183	1,390	534	146
1985	15,443	5,911	2,117	571	2,999	496	1,237	1,422	552	137
1986	16,097	6,067	2,239	592	3,167	520	1,294	1,423	606	189
1987	16,348	6,212	2,292	609	3,266	503	1,281	1,358	629	198
1988	16,762	6,257	2,328	625	3,452	536	1,305	1,360	667	231
1989	17,000	6,259	2,366	635	3,562	529	1,363	1,346	713	226
1990	16,994	6,215	2,341	622	3,630	521	1,370	1,332	726	236
1991	17,288	6,269	2,367	628	3,757	516	1,412	1,312	779	248
1992	17,246	6,214	2,294	635	3,790	517	1,426	1,269	851	250
Private 4-year colleges										
1977	\$10,905	\$4,073	\$2,223	\$809	\$551	\$426	\$262	\$1,220	\$1,086	\$255
1978	10,875	4,078	2,238	826	524	428	238	1,231	1,062	251
1979	11,010	4,093	2,283	849	577	422	241	1,238	1,052	256
1980	11,213	4,111	2,328	872	595	413	243	1,283	1,103	266
1981	11,253	4,058	2,377	893	569	405	260	1,298	1,133	259
1982	11,397	4,114	2,438	915	527	406	287	1,303	1,150	256
1983	11,648	4,220	2,524	956	519	424	281	1,298	1,169	257
1984	12,052	4,334	2,609	990	534	431	289	1,317	1,278	271
1985	12,510	4,454	2,711	1,036	570	440	306	1,323	1,388	283
1986	12,984	4,553	2,818	1,078	629	451	332	1,330	1,497	295
1987	13,725	4,713	3,134	1,142	669	395	371	1,337	1,657	307
1988	14,042	4,784	3,102	1,179	707	443	416	1,333	1,792	286
1989	14,117	4,771	3,131	1,195	705	441	412	1,327	1,828	307
1990	14,387	4,824	3,149	1,230	699	445	447	1,316	1,958	319
1991	14,615	4,884	3,252	1,270	647	423	448	1,298	2,079	315
1992	15,029	4,973	3,209	1,304	640	448	486	1,288	2,363	317

Table 55-1 Educational and general expenditures per full-time-equivalent student (in 1994 constant dollars) of institutions of higher education, by type of expenditure and type of institution: Academic years ending 1977-92—Continued

Academic year ending	Total	Instruction	Administration ¹	Student services	Research	Libraries	Public services	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
Public 4-year colleges										
1977	\$10,419	\$4,833	\$1,735	\$601	\$729	\$408	\$300	\$1,202	\$406	\$206
1978	10,527	4,866	1,758	629	745	406	302	1,230	366	223
1979	10,865	4,958	1,860	677	817	411	313	1,263	351	216
1980	11,002	4,936	1,900	687	878	420	337	1,288	359	199
1981	10,879	4,877	1,870	668	864	424	338	1,295	342	201
1982	10,826	4,942	1,904	631	821	405	333	1,314	305	172
1983	10,575	4,829	1,840	626	796	387	325	1,285	311	176
1984	10,696	4,827	1,949	674	806	403	332	1,212	306	187
1985	11,311	5,066	2,080	704	877	413	372	1,319	302	180
1986	11,722	5,280	2,159	729	955	420	383	1,250	336	209
1987	11,695	5,229	2,188	718	1,005	379	417	1,212	360	189
1988	11,912	5,311	2,195	739	1,058	399	445	1,206	367	192
1989	11,675	5,208	2,130	713	1,092	386	446	1,151	357	191
1990	11,807	5,241	2,203	715	1,096	386	472	1,131	378	184
1991	11,472	5,088	2,133	715	1,090	353	455	1,083	382	174
1992	11,654	5,035	2,202	709	1,133	359	497	1,055	474	191
Public 2-year colleges										
1977	\$5,616	\$2,868	\$1,017	\$471	\$18	\$197	\$112	\$631	\$164	\$137
1978	5,655	2,862	1,097	463	10	199	120	642	125	137
1979	5,849	2,935	1,142	492	22	198	113	663	130	154
1980	5,759	2,896	1,095	498	24	184	128	675	134	124
1981	5,512	2,791	1,051	481	21	174	119	659	124	93
1982	5,507	2,802	1,046	486	11	186	105	676	114	81
1983	5,216	2,653	1,019	466	11	156	78	639	110	82
1984	5,295	2,690	1,050	465	11	158	90	646	107	77
1985	5,813	2,922	1,173	511	9	169	118	703	126	80
1986	6,005	2,997	1,243	539	6	173	119	715	132	81
1987	6,090	3,023	1,327	573	7	138	132	703	137	51
1988	5,999	2,952	1,275	595	6	163	136	682	144	46
1989	6,038	2,993	1,300	571	7	157	150	674	143	43
1990	5,887	2,931	1,264	570	8	150	143	648	134	40
1991	5,949	2,966	1,284	588	8	147	143	638	141	35
1992	5,686	2,859	1,192	581	9	137	128	589	158	34

¹ Includes institutional and academic support less libraries.

² Includes institutions with medical schools. Private doctoral institutions with a medical school have substantially higher instructional expenditures per FTE student than those without a medical school.

NOTE: The Higher Education Price Index (HEPI) was used to calculate constant dollars and the CPI was used to forecast the HEPI to July 1994. Data in this table may differ slightly from data appearing in other tables. Data for academic years 1976-77 through 1985-86 include only institutions that provided both enrollment and finance data. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 332-336 (based on the IPEDS/HEGIS Institutional Characteristics, Financial Statistics, and Fall Enrollment Surveys).

Table 55-2 Percentage distribution of educational and general expenditures per full-time-equivalent student of institutions of higher education across types of expenditure, by type of institution: Academic years ending 1977-92

Academic year ending	Total	Instruction	Administration ¹	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
Private universities²										
1977	100.0	38.0	13.2	3.3	21.1	4.2	2.2	8.8	8.1	1.1
1978	100.0	38.0	13.4	3.4	20.8	4.2	2.1	8.7	8.4	1.1
1979	100.0	37.4	14.0	3.4	20.7	3.9	2.1	9.0	8.1	1.3
1980	100.0	37.9	14.2	3.4	20.5	3.7	2.3	8.9	7.9	1.3
1981	100.0	38.1	13.9	3.5	19.8	3.7	2.1	9.1	8.2	1.5
1982	100.0	39.1	13.8	3.6	18.9	3.7	2.0	9.5	8.2	1.2
1983	100.0	39.4	14.8	3.7	17.9	3.6	2.1	9.2	8.2	1.2
1984	100.0	38.6	15.2	3.7	17.7	3.8	2.0	9.0	8.8	1.2
1985	100.0	38.0	14.9	3.8	18.1	3.5	2.4	8.9	8.9	1.4
1986	100.0	37.8	15.0	3.8	18.5	3.5	2.4	8.6	9.1	1.3
1987	100.0	38.4	15.2	3.9	18.4	3.1	2.6	7.7	9.4	1.4
1988	100.0	37.5	15.2	3.8	18.7	3.5	2.5	7.7	9.6	1.5
1989	100.0	38.0	15.2	3.7	18.4	3.4	2.5	7.5	9.7	1.6
1990	100.0	37.8	14.7	3.7	18.6	3.4	2.5	7.5	9.9	1.8
1991	100.0	38.3	14.8	3.8	17.8	3.2	2.6	7.8	10.3	1.6
1992	100.0	38.2	14.8	3.7	17.4	3.2	2.5	7.5	11.1	1.6
Public universities										
1977	100.0	39.0	13.0	3.7	18.4	3.5	8.1	9.1	4.0	1.2
1978	100.0	39.2	13.2	3.8	18.6	3.4	7.9	9.2	3.8	1.0
1979	100.0	39.1	13.1	3.7	18.9	3.2	8.2	9.3	3.5	1.0
1980	100.0	38.8	12.5	3.8	19.5	3.7	8.1	9.2	3.5	1.0
1981	100.0	38.5	12.9	3.8	19.7	3.2	8.3	9.1	3.5	1.0
1982	100.0	38.8	13.1	3.8	19.3	3.2	8.1	9.4	3.5	0.9
1983	100.0	38.8	13.1	3.8	19.2	3.3	8.1	9.4	3.5	0.9
1984	100.0	38.6	13.1	3.7	19.1	3.3	8.0	9.4	3.6	1.0
1985	100.0	38.3	13.7	3.7	19.4	3.2	8.0	9.2	3.6	0.9
1986	100.0	37.7	13.9	3.7	19.7	3.2	8.0	8.8	3.8	1.2
1987	100.0	38.0	14.0	3.7	20.0	3.1	7.8	8.3	3.8	1.2
1988	100.0	37.3	13.9	3.7	20.6	3.2	7.8	8.1	4.0	1.4
1989	100.0	36.8	13.9	3.7	21.0	3.1	8.0	7.9	4.2	1.3
1990	100.0	36.6	13.8	3.7	21.4	3.1	8.1	7.8	4.3	1.4
1991	100.0	36.3	13.7	3.6	21.7	3.0	8.2	7.6	4.5	1.4
1992	100.0	36.0	13.3	3.7	22.0	3.0	8.3	7.4	4.9	1.4
Private 4-year colleges										
1977	100.0	37.3	20.4	7.4	5.1	3.9	2.4	11.2	10.0	2.3
1978	100.0	37.5	20.6	7.6	4.8	3.9	2.2	11.3	9.8	2.3
1979	100.0	37.2	20.7	7.7	5.2	3.8	2.2	11.2	9.6	2.3
1980	100.0	36.7	20.8	7.8	5.3	3.7	2.2	11.4	9.8	2.4
1981	100.0	36.1	21.1	7.9	5.1	3.6	2.3	11.5	10.1	2.3
1982	100.0	36.1	21.4	8.0	4.6	3.6	2.5	11.4	10.1	2.2
1983	100.0	36.2	21.7	8.2	4.5	3.6	2.4	11.1	10.0	2.2
1984	100.0	36.0	21.6	8.2	4.4	3.6	2.4	10.9	10.6	2.2
1985	100.0	35.6	21.7	8.3	4.6	3.5	2.4	10.6	11.1	2.3
1986	100.0	35.1	21.7	8.3	4.8	3.5	2.6	10.2	11.5	2.3
1987	100.0	34.3	22.8	8.3	4.9	2.9	2.7	9.7	12.1	2.2
1988	100.0	34.1	22.1	8.4	5.0	3.2	3.0	9.5	12.8	2.0
1989	100.0	33.8	22.2	8.5	5.0	3.1	2.9	9.4	12.9	2.2
1990	100.0	33.5	21.9	8.5	4.9	3.1	3.1	9.1	13.6	2.2
1991	100.0	33.4	22.3	8.7	4.4	2.9	3.1	8.9	14.2	2.2
1992	100.0	33.1	21.4	8.7	4.3	3.0	3.2	8.6	15.7	2.1

Table 55-2 Percentage distribution of educational and general expenditures per full-time-equivalent student of institutions of higher education across types of expenditure, by type of institution: Academic years ending 1977-92—
Continued

Academic year ending	Total	Instruction	Administration ¹	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
Public 4-year colleges										
1977	100.0	46.4	16.7	5.8	7.0	3.9	2.9	11.5	3.9	2.0
1978	100.0	46.2	16.7	6.0	7.1	3.9	2.9	11.7	3.5	2.1
1979	100.0	45.6	17.1	6.2	7.5	3.8	2.9	11.6	3.2	2.0
1980	100.0	44.9	17.3	6.2	8.0	3.8	3.1	11.7	3.3	1.8
1981	100.0	44.8	17.2	6.1	7.9	3.9	3.1	11.9	3.1	1.8
1982	100.0	45.6	17.6	5.8	7.6	3.7	3.1	12.1	2.8	1.6
1983	100.0	45.7	17.4	5.9	7.5	3.7	3.1	12.2	2.9	1.7
1984	100.0	45.1	18.2	6.3	7.5	3.8	3.1	11.3	2.9	1.7
1985	100.0	44.8	18.4	6.2	7.8	3.7	3.3	11.7	2.7	1.6
1986	100.0	45.0	18.4	6.2	8.1	3.6	3.3	10.7	2.9	1.8
1987	100.0	44.7	18.7	6.1	8.6	3.2	3.6	10.4	3.1	1.6
1988	100.0	44.6	18.4	6.2	8.9	3.3	3.7	10.1	3.1	1.6
1989	100.0	44.6	18.2	6.1	9.4	3.3	3.8	9.9	3.1	1.6
1990	100.0	44.4	18.7	6.1	9.3	3.3	4.0	9.6	3.2	1.6
1991	100.0	44.4	18.6	6.2	9.5	3.1	4.0	9.4	3.3	1.5
1992	100.0	43.2	18.9	6.1	9.7	3.1	4.3	9.1	4.1	1.6
Public 2-year colleges										
1977	100.0	51.1	18.1	8.4	0.3	3.5	2.0	11.2	2.9	2.4
1978	100.0	50.6	19.4	8.2	0.2	3.5	2.1	11.4	2.2	2.4
1979	100.0	50.2	19.5	8.4	0.4	3.4	1.9	11.3	2.2	2.6
1980	100.0	50.3	19.0	8.6	0.4	3.2	2.2	11.7	2.3	2.2
1981	100.0	50.6	19.1	8.7	0.4	3.2	2.2	12.0	2.2	1.7
1982	100.0	50.9	19.0	8.8	0.2	3.4	1.9	12.3	2.1	1.5
1983	100.0	50.9	19.5	8.9	0.2	3.0	1.5	12.3	2.1	1.6
1984	100.0	50.8	19.8	8.8	0.2	3.0	1.7	12.2	2.0	1.5
1985	100.0	50.3	20.2	8.8	0.2	2.9	2.0	12.1	2.2	1.4
1986	100.0	49.9	20.7	9.0	0.1	2.9	2.0	11.9	2.2	1.3
1987	100.0	49.6	21.8	9.4	0.1	2.3	2.2	11.5	2.2	0.8
1988	100.0	49.2	21.3	9.9	0.1	2.7	2.3	11.4	2.4	0.8
1989	100.0	49.6	21.5	9.5	0.1	2.6	2.5	11.2	2.4	0.7
1990	100.0	49.8	21.5	9.7	0.1	2.5	2.4	11.0	2.3	0.7
1991	100.0	49.9	21.6	9.9	0.1	2.5	2.4	10.7	2.4	0.6
1992	100.0	50.3	21.0	10.2	0.2	2.4	2.3	10.4	2.8	0.6

¹ Includes institutional and academic support less libraries.

² Includes institutions with medical schools. Private doctoral institutions with a medical school have substantially higher instructional expenditures per FTE students than those without a medical school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, tables 332-336 (based on the IPEDS/HEGIS Institutional Characteristics, Financial Statistics, and Fall Enrollment Surveys).

Table 56-1 Current fund revenues per full-time-equivalent student (in 1994 constant dollars) of institutions of higher education, by type of revenue sources and type of institution: Academic years ending 1977-92

Academic year ending	Total	Tuition and fees*	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
Private universities									
1977	\$21,538	\$8,672	\$472	\$380	\$5,971	\$533	\$2,789	\$1,729	\$992
1978	21,321	8,658	423	341	5,843	480	2,848	1,633	1,096
1979	21,422	8,745	423	329	5,861	479	2,773	1,754	1,058
1980	21,930	8,791	428	310	6,105	580	2,722	1,815	1,181
1981	22,089	9,013	396	335	6,059	463	2,818	1,861	1,146
1982	21,988	9,348	374	316	5,636	429	2,796	1,915	1,175
1983	22,200	9,995	400	317	5,155	478	2,867	1,720	1,268
1984	24,082	10,652	388	308	5,497	521	3,238	2,014	1,463
1985	24,854	11,035	384	308	5,667	529	3,354	2,171	1,407
1986	25,910	11,452	354	315	6,004	560	3,518	2,222	1,485
1987	27,949	12,238	321	310	6,684	775	3,714	2,302	1,604
1988	28,500	12,549	315	287	6,355	1,036	3,836	2,414	1,708
1989	29,064	12,779	325	272	6,377	1,082	3,838	2,512	1,879
1990	29,418	12,927	333	268	6,450	1,080	3,952	2,519	1,889
1991	29,705	13,357	280	237	6,301	941	4,042	2,518	2,030
1992	30,459	13,729	271	165	6,431	1,036	4,121	2,455	2,251
Public universities									
1977	\$14,329	\$2,351	\$415	\$7,514	\$2,440	\$305	\$675	\$102	\$527
1978	14,595	2,382	439	7,667	2,432	313	708	143	512
1979	15,180	2,421	449	7,914	2,567	344	718	158	609
1980	15,081	2,395	385	7,816	2,619	324	749	170	623
1981	14,666	2,409	337	7,528	2,534	331	738	161	628
1982	14,347	2,520	304	7,381	2,265	310	768	164	636
1983	14,384	2,729	295	7,232	2,159	302	844	177	645
1984	14,871	2,845	295	7,529	2,208	282	858	197	657
1985	15,659	2,865	334	8,016	2,315	311	928	207	684
1986	16,318	3,041	335	8,235	2,415	329	1,013	231	719
1987	16,301	3,172	305	8,038	2,445	399	1,041	170	732
1988	16,732	3,320	250	8,156	2,579	409	1,106	166	745
1989	16,964	3,392	254	8,095	2,640	438	1,186	176	782
1990	17,112	3,481	239	8,013	2,664	491	1,257	179	789
1991	17,071	3,597	235	7,783	2,725	506	1,229	182	813
1992	16,931	3,758	229	7,260	2,859	462	1,282	211	871
Private 4-year colleges									
1977	\$10,645	\$6,567	\$99	\$223	\$1,152	\$216	\$1,662	\$623	\$104
1978	10,567	6,609	104	209	1,114	213	1,608	610	109
1979	10,697	6,651	108	202	1,177	212	1,574	660	112
1980	11,015	6,723	115	204	1,271	251	1,597	731	123
1981	10,975	6,763	119	206	1,173	249	1,574	762	130
1982	11,052	6,968	93	193	1,019	252	1,570	842	114
1983	11,258	7,278	69	195	868	265	1,626	842	115
1984	11,560	7,518	63	195	885	273	1,645	851	129
1985	11,984	7,771	64	191	917	300	1,713	902	125
1986	12,362	8,018	60	196	969	321	1,747	920	130
1987	13,074	8,522	72	212	961	380	1,838	947	140
1988	13,336	8,741	72	219	987	408	1,791	975	143
1989	13,455	8,881	57	182	958	488	1,744	1,003	142
1990	13,712	9,166	52	170	973	517	1,697	1,002	136
1991	13,882	9,450	51	158	942	489	1,670	990	132
1992	14,230	9,799	52	118	990	581	1,630	923	136

Table 56-1 Current fund revenues per full-time-equivalent student (in 1994 constant dollars) of institutions of higher education, by type of revenue sources and type of institution: Academic years ending 1977-92—Continued

Academic year ending	Total	Tuition and fees*	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
Public 4-year colleges									
1977	\$10,764	\$1,763	\$529	\$6,531	\$1,250	\$224	\$255	\$34	\$178
1978	10,889	1,741	530	6,688	1,190	241	273	26	199
1979	11,237	1,710	553	6,928	1,257	261	279	32	218
1980	11,373	1,694	573	6,993	1,283	253	295	39	243
1981	11,161	1,713	595	6,791	1,221	248	298	44	251
1982	11,110	1,793	518	6,834	1,078	238	326	48	278
1983	10,820	1,843	517	6,624	937	232	350	44	272
1984	10,975	1,997	515	6,562	937	252	366	46	300
1985	11,674	2,056	536	7,087	966	250	400	47	332
1986	12,122	2,140	517	7,279	1,022	312	438	51	362
1987	11,886	2,139	513	6,984	995	355	448	57	394
1988	12,060	2,221	513	7,048	1,004	345	444	59	427
1989	11,841	2,273	333	6,875	1,018	355	486	66	437
1990	11,783	2,317	499	6,555	1,013	371	509	66	454
1991	11,272	2,330	431	6,068	1,006	385	539	38	473
1992	11,785	2,637	420	6,043	1,105	441	582	73	484
Public 2-year colleges									
1977	\$5,727	\$962	\$114	\$4,153	\$330	\$112	\$29	\$4	\$23
1978	5,744	925	102	4,212	317	132	28	3	24
1979	5,864	928	114	4,262	353	146	27	4	30
1980	5,790	933	78	4,201	365	151	27	5	30
1981	5,516	928	68	3,957	345	154	27	6	31
1982	5,454	980	59	3,911	285	156	29	6	27
1983	5,109	985	41	3,650	221	148	29	7	27
1984	5,243	1,023	45	3,725	229	154	31	8	28
1985	5,719	1,091	43	4,055	265	194	35	8	28
1986	5,981	1,111	37	4,268	268	218	38	8	34
1987	6,059	1,121	45	4,269	251	292	39	9	35
1988	5,905	1,105	43	4,163	240	275	42	5	31
1989	6,052	1,155	40	4,159	254	361	48	6	30
1990	5,904	1,157	39	3,997	249	373	51	6	32
1991	5,891	1,206	41	3,971	246	336	53	6	31
1992	5,743	1,269	48	3,743	260	331	56	5	31

* Federally supported student aid received through students (e.g., Pell grants) is included under tuition and auxiliary enterprises.

NOTE: The Higher Education Price Index (HEPI) was used to calculate constant dollars and the CPI was used to forecast the HEPI to July 1994. Data in this table may differ slightly from data appearing in other tables. Data for 1976-77 through 1985-86 include only institutions that provided both enrollment and finance data. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Financial Statistics of Institutions of Higher Education Survey; and Integrated Postsecondary Education Data System (IPEDS), Finance Survey.

Table 56-2 Percentage distribution of current fund revenues per full-time-equivalent student of institutions of higher education across sources of revenue, by type of institution: Academic years ending 1977-92

Academic year ending	Total	Tuition and fees*	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
Private universities									
1977	100	40	2	2	28	2	13	8	5
1978	100	41	2	2	27	2	13	8	5
1979	100	41	2	2	27	2	13	8	5
1980	100	40	2	1	28	3	12	8	5
1981	100	41	2	2	27	2	13	8	5
1982	100	43	2	1	26	2	13	9	5
1983	100	45	2	1	23	2	13	8	6
1984	100	44	2	1	23	2	13	8	6
1985	100	44	2	1	23	2	13	9	6
1986	100	44	1	1	23	2	14	9	6
1987	100	44	1	1	24	3	13	8	6
1988	100	44	1	1	22	4	13	8	6
1989	100	44	1	1	22	4	13	9	6
1990	100	44	1	1	22	4	13	9	6
1991	100	45	1	1	21	3	14	8	7
1992	100	45	1	1	21	3	14	8	7
Public universities									
1977	100	16	3	52	17	2	5	1	4
1978	100	16	3	53	17	2	5	1	4
1979	100	16	3	52	17	2	5	1	4
1980	100	16	3	52	17	2	5	1	4
1981	100	16	2	51	17	2	5	1	4
1982	100	18	2	51	16	2	5	1	4
1983	100	19	2	50	15	2	6	1	4
1984	100	19	2	51	15	2	6	1	4
1985	100	18	2	51	15	2	6	1	4
1986	100	19	2	50	15	2	6	1	4
1987	100	19	2	49	15	2	6	1	4
1988	100	20	1	49	15	2	7	1	4
1989	100	20	1	48	16	3	7	1	5
1990	100	20	1	47	16	3	7	1	5
1991	100	21	1	46	16	3	7	1	5
1992	100	22	1	43	17	3	8	1	5
Private 4-year colleges									
1977	100	62	1	2	11	2	16	6	1
1978	100	63	1	2	11	2	15	6	1
1979	100	62	1	2	11	2	15	6	1
1980	100	61	1	2	12	2	14	7	1
1981	100	62	1	2	11	2	14	7	1
1982	100	63	1	2	9	2	14	8	1
1983	100	65	1	2	8	2	14	7	1
1984	100	65	1	2	8	2	14	7	1
1985	100	65	1	2	8	3	14	8	1
1986	100	65	0	2	8	3	14	7	1
1987	100	65	1	2	7	3	14	7	1
1988	100	66	1	2	7	3	13	7	1
1989	100	66	0	1	7	4	13	7	1
1990	100	67	0	1	7	4	12	7	1
1991	100	68	0	1	7	4	12	7	1
1992	100	69	0	1	7	4	11	6	1

Table 56-2 Percentage distribution of current fund revenues per full-time-equivalent student of institutions of higher education across sources of revenue, by type of institution: Academic years ending 1977-92—Continued

Academic year ending	Total	Tuition and fees*	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
Public 4-year colleges									
1977	100	16	5	61	12	2	2	0	2
1978	100	16	5	61	11	2	3	0	2
1979	100	15	5	62	11	2	2	0	2
1980	100	15	5	61	11	2	3	0	2
1981	100	15	5	61	11	2	3	0	2
1982	100	16	5	62	10	2	3	0	3
1983	100	17	5	61	9	2	3	0	3
1984	100	18	5	60	9	2	3	0	3
1985	100	18	5	61	8	2	3	0	3
1986	100	18	4	60	8	3	4	0	3
1987	100	18	4	59	8	3	4	0	3
1988	100	18	4	58	8	3	4	0	4
1989	100	19	3	58	9	3	4	1	4
1990	100	20	4	56	9	3	4	1	4
1991	100	21	4	54	9	3	5	0	4
1992	100	22	4	51	9	4	5	1	4
Public 2-year colleges									
1977	100	17	2	73	6	2	1	0	0
1978	100	16	2	73	6	2	0	0	0
1979	100	16	2	73	6	2	0	0	1
1980	100	16	1	73	6	3	0	0	1
1981	100	17	1	72	6	3	0	0	1
1982	100	18	1	72	5	3	1	0	0
1983	100	19	1	71	4	3	1	0	1
1984	100	20	1	71	4	3	1	0	1
1985	100	19	1	71	5	3	1	0	0
1986	100	19	1	71	4	4	1	0	1
1987	100	19	1	70	4	5	1	0	1
1988	100	19	1	70	4	5	1	0	1
1989	100	19	1	69	4	6	1	0	0
1990	100	20	1	68	4	6	1	0	1
1991	100	20	1	67	4	6	1	0	1
1992	100	22	1	65	5	6	1	0	1

* Federally supported student aid received through students (e.g., Pell Grants) is included under tuition and auxiliary enterprises.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Financial Statistics of Institutions of Higher Education Survey; and Integrated Postsecondary Education Data System (IPEDS), Finance Survey.

Table 57-1 Average annual and beginning salary (in 1994 constant dollars) of public elementary and secondary school teachers: Selected school years ending 1960–94

School year ending	All teachers	Elementary teachers	Secondary teachers	Beginning teachers
1960	\$25,227	\$24,319	\$26,647	—
1962	27,229	26,364	28,511	—
1964	28,845	27,932	30,150	—
1966	30,161	29,203	31,445	—
1968	32,391	31,454	33,566	—
1970	33,887	33,047	34,929	—
1971	34,622	33,700	35,743	—
1972	34,999	33,986	36,175	\$24,745
1973	35,270	34,295	36,424	—
1974	34,279	33,442	35,257	24,256
1975	33,355	32,476	34,384	—
1976	33,716	32,860	34,618	23,694
1977	33,765	32,842	34,832	—
1978	33,640	32,804	34,597	22,902
1979	32,566	31,805	33,471	—
1980	30,528	29,761	31,463	21,028
1981	30,227	29,517	31,079	—
1982	30,393	29,729	31,230	20,821
1983	31,290	30,583	32,192	—
1984	31,981	31,328	32,884	22,113
1985	33,113	32,552	33,936	—
1986	34,366	33,709	35,247	23,921
1987	35,446	34,763	36,348	—
1988	35,913	35,254	36,892	24,551
1989	36,202	35,538	37,002	—
1990	36,659	36,034	37,457	24,688
1991	36,668	36,022	37,546	24,744
1992	36,597	35,950	37,362	24,615
1993	36,470	35,768	37,323	24,555
1994	36,495	35,784	37,314	24,661

— Not available.

* Salary for beginning teachers is for the calendar year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, table 77. National Education Association, *Estimates of State School Statistics, 1993–94* (Copyright © 1994 by NEA. All rights reserved.) American Federation of Teachers, *Survey and Analysis of Salary Trends 1994*, September 1994, table III-2.

Table 57-2 Average annual salaries of all teachers (in 1994 constant dollars): School years ending 1981 and 1994, percentage change 1981-94, and 1993 per capita personal income

Region and state	All teachers 1980-81	All teachers 1993-94	Percentage change 1981-94	Per capita personal income (1993)
50 states and D.C.	\$30,226	\$36,495	20.7	\$21,350
New England	27,502	41,169	49.7	24,883
Connecticut	*29,815	50,239	68.5	28,829
Maine	23,974	31,459	31.2	19,378
Massachusetts	*32,041	*39,958	24.7	25,191
New Hampshire	22,977	36,915	60.7	23,238
Rhode Island	33,925	39,847	17.5	21,635
Vermont	22,281	*36,581	64.2	19,965
Mideast	33,562	45,523	35.6	24,704
Delaware	31,188	38,028	21.9	22,030
District of Columbia	39,200	43,148	10.1	30,191
Maryland	32,546	40,533	24.5	24,659
New Jersey	31,256	45,981	47.1	26,631
New York	36,534	47,499	30.0	25,253
Pennsylvania	30,648	44,340	44.7	21,897
Southeast	25,763	30,817	19.6	19,231
Alabama	26,048	29,134	11.8	17,675
Arkansas	22,738	28,289	24.4	16,556
Florida	26,393	32,498	23.1	21,185
Georgia	26,459	30,911	16.8	19,771
Kentucky	26,982	32,054	18.8	17,612
Louisiana	28,364	28,934*	2.0	17,114
Mississippi	22,300	25,612	14.9	15,275
North Carolina	27,167	30,123	10.9	19,180
South Carolina	24,589	30,641	24.6	17,356
Tennessee	25,899	30,485	17.7	18,905
Virginia	26,613	33,623*	26.3	22,187
West Virginia	25,608	31,005	21.1	16,623
Great Lakes	31,660	39,324	24.2	21,121
Illinois	33,278	41,601	25.0	23,159
Indiana	*29,560	*36,796	24.5	19,694
Michigan	*36,341	*43,135	18.7	20,976
Ohio	28,959	36,233	25.1	20,191
Wisconsin	30,163	37,191	23.3	20,112
Plains	26,186	32,291	23.3	20,167
Iowa	27,635	31,219	13.0	18,783
Kansas	26,125	34,688	32.8	20,654
Minnesota	30,454	36,686	20.5	21,602
Missouri	26,418	30,678	16.1	19,961
Nebraska	25,495	30,005	17.7	20,230
North Dakota	23,751	25,884	9.0	17,935
South Dakota	23,425	25,575	9.2	18,118
Southwest	27,510	30,484	10.8	18,929
Arizona	29,468	*32,153	9.1	18,584
New Mexico	28,801	28,339	-1.6	16,714
Oklahoma	24,827	27,148	9.4	17,455
Texas	26,944	30,975	15.0	19,680
Rocky Mountains	28,973	31,007	7.0	20,165
Colorado	30,694	34,331	11.8	22,115
Idaho	25,884	28,223	9.0	18,097
Montana	*27,331	*28,631	4.8	17,765
Utah	28,890	28,475	-1.4	16,594
Wyoming	32,066	31,371	-2.2	20,039
Far West	36,529	39,679	8.6	22,303
Alaska	*49,763	*47,195	-5.2	23,430
California	*35,511	*40,891	15.1	22,379
Hawaii	36,228	37,110	2.4	23,951
Nevada	30,322	34,462	13.7	23,310
Oregon	*30,917	37,705	22.0	19,940
Washington	36,435	36,395	-0.1	22,447

* Estimated by NEA.

SOURCE: National Education Association, *Estimates of State School Statistics, 1993-94*. (Copyright © 1994 by NEA. All rights reserved.) U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 1994*, tables 26, 698, and 699.

Table 57-3 Average amounts of compensation (in current dollars) that full-time public school teachers received, by selected school characteristics: 1990-91

School characteristics	Average amount teachers received					
	Total earnings	Base salary	Other school year compensation	Summer supplemental	Non-school income	Other earned income
Total	\$33,578	\$31,296	\$1,942	\$1,993	\$4,404	\$1,754
Central city	34,571	32,202	1,918	2,283	4,555	1,978
School level						
Elementary	33,119	31,234	1,358	2,127	4,346	1,999
Secondary	37,228	33,960	2,475	2,450	4,896	1,975
Combined	36,693	33,794	2,853	2,915	3,899	1,534
Minority enrollment						
Less than 20 percent	33,163	30,815	2,010	1,930	4,100	1,751
20 percent or more	34,984	32,610	1,885	2,361	4,711	2,052
School size						
Less than 150	31,098	29,288	1,787	2,277	2,534	1,333
150 to 499	32,386	30,607	1,429	2,097	4,355	1,644
500 to 749	33,450	31,438	1,403	2,197	4,377	1,956
750 or more	36,434	33,544	2,296	2,393	4,775	2,154
Urban fringe/large town	37,238	34,935	2,019	1,935	4,350	1,918
School level						
Elementary	35,312	33,776	1,284	1,705	3,536	2,005
Secondary	40,042	36,605	2,594	2,170	4,937	1,833
Combined	40,990	37,418	2,783	2,477	8,896	1,294
Minority enrollment						
Less than 20 percent	37,496	35,503	2,056	1,675	3,952	1,752
20 percent or more	36,924	34,487	1,970	2,194	4,859	2,143
School size						
Less than 150	32,825	30,459	2,266	2,838	4,432	—
150 to 499	36,773	35,103	1,607	1,564	4,292	1,616
500 to 749	35,572	33,786	1,485	1,840	3,709	1,700
750 or more	38,658	35,638	2,427	2,108	4,684	2,129
Rural/small town	29,931	27,748	1,913	1,740	4,267	1,530
School level						
Elementary	28,993	27,494	1,582	1,482	3,738	1,407
Secondary	31,573	28,351	2,164	1,997	4,830	1,724
Combined	28,892	26,552	1,844	1,914	3,873	1,606
Minority enrollment						
Less than 20 percent	30,547	28,258	1,929	1,661	4,313	1,527
20 percent or more	28,479	26,544	1,862	1,915	4,135	1,537
School size						
Less than 150	25,964	23,617	1,978	1,678	3,602	1,390
150 to 499	28,926	26,818	1,861	1,684	4,278	1,606
500 to 749	30,697	28,736	1,767	1,728	4,216	1,379
750 or more	32,103	29,545	2,125	1,863	4,506	1,584

— Too few cases for a reliable estimate.

NOTE: The averages were computed using only teachers with that type of compensation; consequently, the average in total earnings does not equal the sum of the averages for the various types of compensation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School, Administrator, and Teacher Questionnaires).

Table 57-4 Average amounts of compensation (in current dollars) that full-time private school teachers received, by selected school characteristics: 1990-91

School characteristics	Average amount teachers received					
	Total earnings	Base salary	Other school year compensation	Summer supplemental	Non-school income	Other earned income
Total	\$21,673	\$19,783	\$1,712	\$1,864	\$3,302	\$1,146
Central city	22,446	20,402	1,685	1,791	3,481	1,199
School level						
Elementary	19,764	18,237	1,466	1,607	3,405	1,018
Secondary	26,900	24,162	1,824	1,954	3,886	1,832
Combined	23,047	20,739	1,629	1,869	3,249	1,018
Minority enrollment						
Less than 20 percent	22,290	20,363	1,639	1,629	3,227	1,337
20 percent or more	22,705	20,465	1,774	2,013	3,921	1,029
School size						
Less than 150	19,219	17,528	1,727	1,975	3,050	612
150 to 499	21,010	19,197	1,412	1,837	3,283	1,248
500 to 749	24,260	22,066	1,888	1,607	3,578	701
750 or more	28,193	25,239	1,900	1,690	4,520	2,000
Urban fringe/large town	22,221	20,412	1,794	2,024	3,217	926
School level						
Elementary	19,413	18,197	1,872	1,661	2,463	805
Secondary	26,260	23,345	1,962	2,077	4,397	957
Combined	24,610	22,400	1,621	2,364	3,612	1,097
Minority enrollment						
Less than 20 percent	21,358	19,621	1,871	1,860	3,225	872
20 percent or more	24,272	22,291	1,614	2,256	3,196	1,050
School size						
Less than 150	20,015	18,504	1,743	1,951	2,388	797
150 to 499	21,387	19,690	1,778	1,751	3,288	797
500 to 749	21,387	19,690	1,778	—	3,539	—
750 or more	26,521	24,674	1,126	—	4,557	—
Rural/small town	19,101	17,412	1,559	1,637	3,108	1,259
School level						
Elementary	17,857	16,678	1,372	1,744	2,527	1,126
Secondary	25,930	23,751	1,275	1,308	3,246	2,037
Combined	18,269	16,201	1,801	1,681	3,543	1,109
Minority enrollment						
Less than 20 percent	18,606	16,934	1,589	1,526	3,131	1,195
20 percent or more	22,122	20,330	—	1,917	2,946	—
School size						
Less than 150	16,799	14,996	1,450	1,953	2,869	1,504
150 to 499	19,730	18,067	1,657	1,447	3,355	1,041
500 to 749	25,392	23,992	—	—	—	—
750 or more	—	—	—	—	—	—

— Too few cases for a reliable estimate.

NOTE: The averages were computed using only teachers with that type of compensation; consequently, the average in total earnings does not equal the sum of the averages for the various types of compensation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School, Administrator, and Teacher Questionnaires).

Table 57-5 Percentage of public school districts and private schools with salary schedules and average scheduled salary (in current dollars) for full-time teachers, by highest degree earned and years of teaching experience, percentage of schools without salary schedules, and average lowest and highest salary schedules: 1990-91

School characteristics	Average scheduled salary					Schools without schedules		
	Percent with salary schedules	Bachelor's, no experience	Master's, no experience	Master's, 20 years experience	Highest step on schedule	Percent without schedules	Average lowest	Average highest
Public districts	94.4	\$19,783	\$21,698	\$33,199	\$36,065	5.6	\$17,376	\$24,573
Region								
Northeast	95.2	22,534	24,378	39,797	43,846	4.8	—	—
Midwest	91.1	18,755	20,598	31,402	33,794	8.9	15,933	18,733
South	98.7	18,903	20,154	28,901	31,382	1.3	—	—
West	95.0	20,568	22,801	34,809	37,798	5.0	—	—
District size								
Less than 1,000	90.3	19,001	20,649	30,557	32,478	9.7	17,058	23,187
1,000 to 4,999	98.9	20,691	22,570	35,644	39,269	1.1	—	—
5,000 to 9,999	99.8	21,486	23,601	37,384	41,960	—	—	—
10,000 or more	99.9	21,829	23,961	37,728	42,842	—	—	—
Minority enrollment								
Less than 20 percent	93.4	19,631	21,430	32,890	35,614	6.6	17,218	24,180
20 percent or more	97.0	20,731	22,480	34,127	37,416	3.0	—	—
Minority teachers								
Less than 20 percent	93.6	19,798	21,581	33,143	35,896	6.4	17,347	23,409
20 percent or more	98.2	20,512	22,301	33,488	36,937	1.8	—	—
Private schools	67.7	15,141	16,511	23,253	25,499	32.3	12,618	19,384
Region								
Northeast	72.5	15,101	16,239	23,748	26,208	27.5	13,171	21,765
Midwest	70.2	14,637	15,879	22,821	25,403	29.8	10,327	15,407
South	60.8	14,592	15,961	22,016	23,637	39.2	11,867	18,941
West	67.3	16,565	18,400	24,710	26,880	32.7	15,987	22,607
School size								
Less than 1,000	50.7	14,798	16,163	21,718	24,147	49.3	11,907	17,417
1,000-4,999	86.9	15,092	16,478	23,626	25,613	13.1	14,705	24,726
5,000-9,999	84.4	16,648	17,912	26,966	29,639	15.6	17,959	35,601
10,000 or more	89.5	17,725	19,115	30,255	33,765	10.5	—	—
Minority enrollment								
Less than 20 percent	66.1	14,568	15,776	22,474	24,715	33.9	11,994	18,719
20 percent or more	71.3	16,313	18,017	24,848	27,104	28.7	14,213	21,125
Minority teachers								
Less than 20 percent	66.7	14,836	16,160	22,936	25,145	33.3	12,369	18,931
20 percent or more	71.5	16,261	17,805	24,420	26,802	28.5	13,730	21,408

— Too few cases for reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey; 1990-91 (Private School and Teacher Demand and Shortage Questionnaires).

Table 59-1 Percentage of full-time public secondary school teachers with selected professional characteristics, by urbanicity, percent minority students, and assignment field: School years ending 1988 and 1991

Selected characteristics and teacher assignment field	Certified in main assignment field		Certified in other assignment field ¹		Major ed in main assignment field		Major ed or minored in main assignment field		Major ed or minored in other assignment field ¹		Graduate degree in any field	
	1987-88	1990-91	1987-88	1990-91	1987-88	1990-91	1987-88	1990-91	1987-88	1990-91	1987-88	1990-91
All teachers	93.3	95.2	66.7	64.2	68.7	65.8	79.0	76.8	52.3	45.1	51.5	52.1
Urbanicity												
Rural/small town	93.3	95.2	70.1	66.2	67.5	65.6	78.8	76.3	52.7	47.4	44.9	44.2
Urban	91.8	94.6	58.4	59.3	67.5	65.2	77.5	77.2	50.0	40.7	57.0	56.2
Urban fringe/large town	95.3	95.5	65.8	64.6	71.9	66.4	81.2	77.0	53.6	44.9	59.1	59.6
Percent of students receiving free and reduced-price lunch												
0-5	95.4	96.6	73.4	69.3	73.7	71.0	83.0	81.0	57.4	53.1	59.1	63.3
6-20	94.4	95.9	67.6	65.3	70.1	67.9	80.9	78.6	56.0	49.7	50.9	51.7
21-40	92.7	95.3	65.0	63.8	66.0	63.7	77.5	74.9	49.7	44.9	47.0	47.8
41-100	89.4	92.6	60.7	59.8	62.3	61.2	72.7	73.4	42.0	33.4	47.5	47.0
Percent free and reduced-price lunch within urbanicity												
Rural/small town												
0-5	94.2	96.0	76.8	69.6	71.0	71.6	82.0	81.8	57.5	63.2	52.9	46.9
6-20	94.3	95.8	71.5	66.2	70.8	68.0	82.0	78.6	57.5	48.9	46.4	46.1
21-40	92.7	95.8	69.1	65.2	65.2	65.3	77.1	75.3	50.4	45.4	41.8	42.2
41-100	91.2	92.8	66.1	65.5	60.9	59.8	71.9	72.1	43.9	41.0	39.9	38.3
Urban												
0-5	94.3	98.5	68.4	76.4	70.5	69.5	80.4	81.3	53.5	41.4	59.2	63.3
6-20	94.5	96.4	65.5	60.3	69.6	70.9	80.3	81.4	57.5	50.8	57.8	56.9
21-40	92.1	95.2	50.9	58.0	67.3	62.0	77.4	74.9	48.3	42.5	56.4	54.5
41-100	86.5	91.7	53.1	56.1	64.1	62.2	73.2	75.2	39.1	29.7	55.4	54.4
Urban fringe/large town												
0-5	96.5	96.6	72.0	67.8	76.3	71.0	84.5	80.5	58.3	50.3	63.1	69.2
6-20	94.3	95.6	57.8	66.6	68.9	66.0	78.6	76.9	50.8	50.4	55.9	55.9
21-40	94.6	94.2	67.9	66.5	67.6	61.9	80.1	74.0	46.9	46.5	55.4	52.8
41-100	93.3	94.2	48.2	50.2	62.3	62.5	75.3	72.5	37.8	19.0	55.5	51.6
Percent minority students												
Less than 20 percent	94.5	95.8	71.1	68.0	70.7	68.3	81.2	78.8	56.0	48.8	50.1	52.6
20 percent or higher	91.6	94.3	59.9	59.8	65.3	63.1	75.7	74.7	46.5	41.2	52.9	51.3
Assignment field												
English and humanities	94.2	95.6	68.0	61.5	72.8	70.9	83.4	83.0	51.5	51.1	51.6	49.4
English	93.7	96.0	69.3	64.0	63.1	65.8	76.8	81.0	51.3	44.7	51.3	50.1
Arts and foreign language	94.8	95.1	66.1	58.4	86.1	77.7	92.5	85.6	51.9	58.9	51.9	48.5
Social science	95.0	95.9	67.7	60.7	71.9	74.9	86.8	88.8	50.8	36.7	54.7	56.0
Mathematics and science	91.8	94.6	71.4	68.8	54.4	53.2	69.5	68.7	49.7	42.4	52.7	54.1
Mathematics	92.1	94.2	74.7	71.0	58.8	59.5	75.4	74.9	50.9	34.5	50.6	51.5
Science	91.6	95.0	70.3	68.1	49.6	46.3	62.9	62.0	49.3	45.1	55.0	56.8
Education specialties ²	93.2	95.0	58.3	59.7	74.7	68.1	79.8	73.4	54.3	44.0	49.6	51.5

¹ Calculated only for teachers who have another assignment field. Twenty-six percent of teachers reported having another assignment field in 1987-88, and 22 percent reported having another assignment field in 1990-91.

² Education specialties are elementary, home economics, physical, vocational, and special education.

NOTE: Certification includes standard and probationary certification by a state and full certification by an accrediting body other than the state. Those with an emergency certification are classified as not certified. See supplemental note for definition of assignment field.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1990-91 (Teacher Questionnaire).

Table 59-2 Percentage of full-time public secondary school teachers with selected professional characteristics, by main assignment field and urbanicity: 1987-88 and 1990-91

Main assignment field	Rural, small city		Urban		Suburban	
	1987-88	1990-91	1987-88	1990-91	1987-88	1990-91
Certified in main assignment field						
Total	93.3	95.2	91.8	94.6	95.3	95.5
English and humanities	93.8	96.0	93.3	93.9	96.1	96.4
English	93.5	96.2	91.5	94.5	96.6	97.0
Arts and foreign language	94.2	95.8	95.9	93.1	95.6	95.6
Social science	95.3	95.7	93.7	96.6	95.4	95.9
Mathematics and science	92.6	94.9	88.5	93.6	93.5	94.8
Mathematics	93.3	94.8	89.0	92.8	92.9	94.5
Science	92.0	95.0	87.9	94.6	94.1	95.0
Education specialties*	92.6	94.6	92.4	95.3	95.9	95.1
Majored in main assignment field						
Total	67.5	65.6	67.5	65.2	71.9	66.9
English and humanities	71.7	70.3	71.2	68.3	76.5	73.7
English	61.4	64.1	62.8	63.9	67.2	69.9
Arts and foreign language	85.7	79.3	84.1	74.0	88.4	78.5
Social science	69.1	71.4	76.2	76.5	73.0	78.8
Mathematics and science	53.0	54.9	53.7	53.8	58.1	50.9
Mathematics	58.5	62.3	57.0	61.4	61.3	54.0
Science	47.0	47.2	49.9	44.2	54.4	47.1
Education specialties*	74.5	68.1	71.4	67.9	78.1	68.9
Graduate degree in any field						
Total	44.9	44.2	57.0	56.2	59.1	59.6
English and humanities	44.6	43.1	58.0	53.6	58.2	54.3
English	45.1	44.7	57.6	54.2	56.5	54.3
Arts and foreign language	44.0	40.9	58.6	52.8	60.3	54.4
Social science	49.2	48.1	59.6	57.8	61.2	66.8
Mathematics and science	46.0	45.1	57.7	57.7	61.5	62.4
Mathematics	45.0	41.7	56.7	52.4	58.5	62.1
Science	47.0	48.6	58.9	64.4	64.9	62.8
Education specialties*	42.9	43.4	55.2	56.8	57.2	59.1

* Education specialties are elementary, home economics, physical, vocational and special education.

NOTE: Certification includes standard and probationary certification by a state and full certification by an accrediting body other than the state. Those with an emergency certification are classified as not certified. See supplemental note for definition of assignment field.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1990-91 (Teacher Questionnaire).

Table 59-3 Percentage of full-time public secondary school teachers with selected professional characteristics, by main assignment field and percent minority students in school: 1987-88 and 1990-91

Main assignment field	Less than 20 percent minority students		20 percent minority students or higher	
	1987-88	1990-91	1987-88	1990-91
Certified in main assignment field				
Total	94.5	95.8	91.6	94.3
English and humanities	95.1	96.6	92.8	94.3
English	94.9	97.2	91.9	94.6
Arts and foreign language	95.2	95.7	94.3	93.9
Social science	96.6	95.6	92.6	96.5
Mathematics and science	93.2	95.6	89.8	93.3
Mathematics	93.9	95.9	89.6	92.4
Science	92.4	95.2	90.0	94.5
Education specialties*	94.3	95.4	91.8	94.4
Majored in main assignment field				
Total	70.7	68.3	65.3	63.1
English and humanities	74.4	73.5	69.9	67.5
English	64.8	68.5	60.4	62.6
Arts and foreign language	86.2	79.5	85.4	74.9
Social science	72.9	74.6	69.9	75.4
Mathematics and science	56.8	56.8	50.7	49.3
Mathematics	61.6	64.8	54.9	54.1
Science	51.6	48.9	45.8	43.4
Education specialties*	77.2	69.9	70.7	66.4
Graduate degree in any field				
Total	50.1	52.6	52.9	51.3
English and humanities	49.1	50.1	54.1	48.1
English	49.5	50.4	52.6	49.4
Arts and foreign language	48.5	49.8	56.6	46.1
Social science	54.7	56.1	54.3	56.5
Mathematics and science	51.3	55.1	54.1	52.3
Mathematics	49.6	51.0	53.3	50.8
Science	53.2	59.2	55.1	54.1
Education specialties*	48.3	51.5	50.8	51.4

* Education specialties are elementary, home economics, physical, vocational and special education.

NOTE: Certification includes standard and probationary certification by a state and full certification by an accrediting body other than the state. Those with an emergency certification are classified as not certified. See supplemental note for definition of assignment field.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1990-91 (Teacher Questionnaire).

Table 59-4 Percentage of full-time public secondary school teachers with selected professional characteristics, by main assignment field, urbanicity, and percentage of students receiving free lunch: 1990-91

Main assignment field	Rural/small town				Urban				Urban fringe/large town			
	0-5	6-20	21-40	Over 40	0-5	6-20	21-40	Over 40	0-5	6-20	21-40	Over 40
Certified in main assignment field												
Total	96.0	95.8	95.8	92.8	98.5	96.4	95.2	91.7	96.6	95.6	94.2	94.2
English and humanities	95.6	96.8	97.1	93.4	98.9	93.1	95.1	90.8	96.4	96.0	94.3	97.5
English	95.8	98.3	97.6	92.2	98.1	94.9	94.9	92.8	97.8	96.5	98.1	96.3
Arts and foreign language	95.3	94.9	96.5	96.2	100.0	91.1	95.3	87.9	95.2	95.4	94.7	99.0
Social science	98.7	97.8	92.6	95.6	97.6	96.3	98.5	93.9	97.1	94.7	93.5	98.4
Mathematics and science	95.9	93.7	96.5	94.2	97.1	98.9	91.3	91.4	96.7	93.9	93.4	94.7
Mathematics	92.2	94.5	96.3	94.8	96.4	99.0	90.9	89.8	97.9	93.4	92.6	92.1
Science	100.0	92.9	96.7	93.3	97.9	98.8	91.8	93.6	95.5	94.4	94.3	97.7
Education specialties*	95.8	96.0	94.5	92.6	95.5	95.5	95.5	95.2	96.3	94.6	94.3	95.6
Majored in main assignment field												
Total	71.6	68.0	65.3	59.8	69.5	70.9	62.0	62.2	71.0	66.0	61.9	62.5
English and humanities	80.2	75.6	66.0	62.2	67.5	73.9	71.4	61.3	72.8	75.7	76.3	70.7
English	72.5	73.3	57.6	55.4	66.8	69.8	60.5	61.2	67.9	69.9	74.3	70.5
Arts and foreign language	79.8	78.4	77.2	77.2	68.4	78.6	84.1	61.4	77.3	83.7	79.7	71.0
Social science	72.7	74.3	68.6	68.8	81.8	74.1	76.3	78.7	86.3	76.9	66.0	84.3
Mathematics and science	59.8	58.2	53.6	49.6	60.1	56.8	53.9	50.8	61.5	49.6	46.3	32.6
Mathematics	67.5	68.8	62.1	51.8	68.4	66.7	60.3	57.1	65.4	57.9	40.0	38.3
Science	51.0	48.0	45.7	46.6	49.1	45.1	45.7	42.4	57.7	41.5	53.2	26.1
Education specialties*	71.7	67.5	71.4	64.9	74.0	65.9	66.1	70.5	72.2	68.0	64.7	69.4
Graduate degree in any field												
Total	46.9	46.1	42.2	38.3	63.3	56.9	54.5	54.4	69.2	55.9	52.8	51.6
English and humanities	56.0	46.8	37.6	37.5	62.7	52.4	54.4	49.3	61.3	48.6	53.9	49.6
English	58.1	48.7	38.8	39.1	60.6	52.7	43.4	50.0	58.7	52.1	51.9	48.1
Arts and foreign language	53.5	44.3	36.1	34.0	65.4	52.1	51.9	48.3	63.7	43.7	57.3	51.4
Social science	62.1	47.8	46.2	42.7	54.9	59.2	60.6	56.2	75.3	63.0	59.1	65.6
Mathematics and science	46.7	47.0	44.3	41.0	55.8	60.2	60.6	54.3	73.7	56.8	56.1	59.8
Mathematics	39.2	47.6	41.5	34.7	44.4	58.8	50.0	53.8	73.8	53.1	50.4	73.1
Science	55.3	46.5	46.9	49.6	70.7	61.9	74.3	55.0	73.7	60.6	62.2	44.5
Education specialties*	49.8	45.3	44.1	36.6	56.9	56.3	59.7	56.1	69.2	56.5	53.9	51.9

* Education specialties are elementary, home economics, physical, vocational and special education.

NOTE: Certification includes standard and probationary certification by a state and full certification by an accrediting body other than the state. Those with an emergency certification are classified as not certified. See supplemental note for definition of assignment field.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1990-91 (Teacher Questionnaire).

Table 59-5 Percentage of full-time public secondary school teachers who majored or minored in specific selected academic teaching assignment fields:¹ 1990–91

Assignment field	Majored in main assignment field	Majored or minored in main assignment field	Majored or minored in other assignment field ²
English, arts and foreign language	29.7	36.5	25.6
English	29.9	37.6	27.9
English/language arts	29.8	37.4	27.8
Journalism	49.4	63.4	—
Arts	29.2	34.3	17.2
Drama/theater	57.2	76.2	25.2
Art	21.4	25.1	13.7
Music	32.4	37.2	16.7
Foreign language	52.0	69.3	44.9
French	60.6	78.3	42.2
German	55.5	66.4	44.5
Latin	51.9	64.9	—
Spanish	46.9	64.8	46.1
Mathematics and science	30.7	41.1	31.2
Biology/life sciences	51.7	64.9	30.6
Chemistry	34.9	60.1	36.2
Geology/earth science/space science	23.4	30.4	25.9
Physics	25.5	40.5	35.9
General science	29.2	44.0	34.6
Mathematics	23.7	30.1	27.2

— Too few observations for a reliable estimate.

¹ The rule used to match assignment field to major was much stricter for this table than for the previous tables. See supplemental note for classification rules.

² Calculated only for teachers who have another assignment field. Twenty-two percent of teachers reported having another assignment field in 1990–91.

NOTE: Social studies was excluded because the questionnaire did not subdivide the specific categories for teaching assignment fields. See supplemental note for definition of assignment field.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (Teacher Questionnaire).

Note on definitions of certification and major/minor in assignment field

There are many ways to match a major/minor field of study with teaching assignment fields. One method is to include both the general or specific field as well as the education major/minor parallel field as a match for a specific teaching assignment. For example, a teacher who majored or minored in mathematics or mathematics education would be defined as having majored or minored in the field of mathematics. A stricter definition would exclude the mathematics teachers who majored or minored in mathematics education. This stricter definition is used for the sciences (biology, chemistry, geology/earth sciences, and physics) in all tables.

Certification in Assignment Field

Certification, as defined here, includes advanced, standard, and probationary certification by a state or full certification by an accrediting body other than a state. Teachers with a temporary certification are classified as not certified.

Teachers Excluded from Tables 59-1 through 59-4

Teachers with the following assignment fields are excluded because of difficulties in matching the assignment field with the appropriate major/minor or because, in the case of computer science, a major in the field has been possible for only a few years: basic skills and remedial education; bilingual education; computer science; English as a second language; education of the gifted; reading; religion/philosophy; and unspecified. In addition, the following fields were also excluded because they were only included in the 1990–91 questionnaire, and comparable assignment fields were not available on the 1987–88 questionnaire: American Indian studies; dance; drama/theater; military science; and journalism.

Majored or Minored in Assignment Field for Tables 59-1 through 59-4

Teachers are classified as having majored or minored in their assignment field if they have a major/minor field in the second column corresponding to their assignment in the first column. All degree levels* are considered in determining if a match has occurred.

<u>Assignment field(s)</u>	<u>Major/minor field(s)</u>
Art, music	Art, fine and applied, art education, music education
English/language arts	English (literature, letters, speech, classics), English education
Foreign language (1987–88)	Foreign languages, foreign language education
Foreign languages (1990–91): French, German, Latin, Russian, Spanish, other foreign language	French, German, Latin, Russian, Spanish, other foreign language, foreign language education
Mathematics	Mathematics, mathematics education
General and all other sciences	Biological/life sciences, science education, chemistry, physics, geology/earth sciences, other physical sciences
Biology	Biological sciences
Chemistry	Chemistry
Geology/earth sciences	Geology/earth sciences
Physics	Physics
Social studies/social sciences	Social studies/social sciences education, area and ethnic studies, psychology, public affairs and service, economics, history, political science and government, sociology, other social sciences

Special education (1987–88): Mentally retarded, emotionally disturbed, learning disabled, speech and hearing impaired, other special education	Special education (general), education of emotionally disturbed, education of mentally retarded, education of speech/hearing/vision, specific learning disabilities, other special education
Special education (1990–91): Special education (general), emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, visually handicapped, orthopedically impaired, mildly handicapped, severely handicapped, specific learning disabilities, other special education	Special education (general), emotionally disturbed, mentally retarded, speech/language impaired, visually handicapped, deaf and hard-of-hearing, orthopedically impaired, mildly handicapped, severely handicapped, specific learning disabilities, other special education
Vocational education (1987–88): Business education, home economics, industrial arts, vocational education	Agricultural education, home economics education, industrial arts, vocational and technical, agricultural and natural resources, architecture and natural resources, agriculture and environmental design, engineering, health professions, business and management, communications, business, commerce, distributive education
Vocational education (1990–91): Business marketing, home economics, industrial arts, accounting, agriculture, health occupations, trade and industry, technical and other vocational education	Agricultural and natural resources, business and management, architecture and environmental design, communications and journalism, engineering, agricultural educational, home economics education, industrial arts, vocational and technical, trade and industry education, industrial arts, vocational and technical, trade and industry education
Health, physical education	Health profession and occupations, physical education/health education

Teachers Excluded from Table 59-5

Teachers with the following assignment fields are excluded because of difficulties in matching the assignment field with the appropriate major/minor or because, in the case of computer science, a major in the field has been possible for only a few years: basic skills and remedial education; bilingual education; computer science; English as a second language; education of the gifted; reading; religion/philosophy; unspecified; American Indian studies; dance; and military science.

Majored or Minored in Assignment Field for Table 59-5

Teachers are classified as having majored or minored in their assignment field if the assignment field listed in the left-hand column below matches the major/minor field in the right-hand column. All degree levels are considered in determining if a match has occurred.

<u>Assignment Field</u>	<u>Major/minor field(s)</u>
Art	Art, fine and applied
Drama/theater	Drama/theater
English/language arts	English (literature, letters, speech, classics)
Journalism	Communications and journalism
Mathematics	Mathematics

Music	Music
French	French
German	German
Latin	Latin
Spanish	Spanish
Biology/life sciences	Biology/life sciences
Chemistry	Chemistry
Geology/earth sciences/space science	Geology/earth sciences
Physics	Physics
General science	Other natural sciences, science education

*Because there are fewer degree-offering categories on the 1990–91 questionnaire than on the 1987–88 questionnaire, for comparability only the following categories were used: bachelor's degree, master's degree, education specialist or professional diploma, or doctoral and first-professional degree.

Table 60-1 Percentage of full-time teachers leaving the teaching profession who gave a reason for leaving, by control of school, school level, and reason for leaving: 1991-92

Reason for leaving	Total			Public			Private		
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary
Family or personal move	10.8	12.2	7.9	9.9	11.7	6.1	15.8	15.5	23.6
Pregnancy/child rearing	10.9	12.9	7.1	10.4	12.8	6.8	12.0	13.5	9.1
Health	3.9	5.1	1.5	3.7	5.0	1.3	4.1	5.5	3.1
Retirement	29.7	28.3	32.5	31.8	30.9	34.6	8.8	13.1	14.8
To pursue another career	6.9	5.7	9.4	6.6	4.7	8.3	16.3	11.5	18.6
For better salary or benefits	4.2	4.2	4.1	3.5	3.6	3.6	5.2	7.6	8.0
To take courses to improve career opportunities in the field of education	6.5	7.4	4.7	6.5	7.6	4.7	4.9	6.3	4.4
To take courses to improve career opportunities outside the field of education	1.4	1.2	1.7	1.3	1.1	1.7	5.7	(*)	1.7
School staffing action	9.7	8.0	13.2	10.0	7.8	14.1	12.6	8.8	5.1
To take a sabbatical or other break from teaching	2.0	1.6	2.8	2.2	1.6	3.1	2.6	1.9	(*)
Dissatisfied with teaching as a career	8.8	7.0	12.3	8.9	7.5	12.9	5.4	3.9	7.5
Other family or personal reason	5.2	6.4	2.9	5.2	5.7	2.8	6.7	10.5	4.0

* Too few responses for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 and Teacher Followup Survey, 1991-92.

Table 60-2 Percentage distribution of the change in teaching status of full-time teachers between the 1990-91 and 1991-92 school years, by control of school, age, and race/ethnicity of teacher

Age and race/ethnicity	Total			Public			Private		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	87.7	6.7	5.6	88.3	6.7	5.0	83.1	6.8	10.1
Age (in years)									
Less than 25	73.8	15.4	10.8	76.1	15.8	8.1	65.5	14.1	20.5
25-29	76.9	13.2	9.9	77.9	13.2	8.9	72.4	13.1	14.5
30-39	86.2	9.0	4.9	87.0	9.2	3.9	79.9	7.6	12.5
40-49	92.5	5.3	2.2	92.9	5.3	1.8	89.2	5.2	5.7
50-59	89.6	3.5	6.9	89.7	3.5	6.9	89.5	3.5	7.0
60-64	73.3	1.4	25.2	70.6	1.5	28.0	84.7	1.3	14.0
65 or more	50.7	10.6	38.8	40.6	12.7	46.7	74.8	5.5	19.8
Race/ethnicity									
White	87.8	6.7	5.5	88.4	6.7	4.9	83.1	7.0	9.9
Black	84.7	8.7	6.7	84.8	8.9	6.3	81.3	2.8	15.9
Hispanic	89.2	5.6	5.3	90.2	5.5	4.3	80.8	6.3	12.8
Asian/Pacific Islander	86.1	6.3	7.6	86.0	7.0	7.0	86.1	1.9	12.0
American Indian/Alaskan Native	97.1	1.4	1.5	97.0	1.5	1.6	99.7	0.0	0.3

NOTE: Stayers are teachers who were still teaching in the same school in 1991-92 as they were in the previous school year; movers are teachers in the 1990-91 school year who were still teaching, but were in a different school in the 1991-92 school year; and leavers are teachers in the 1990-91 school year who left the teaching profession prior to the 1991-92 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 and Teacher Followup Survey, 1991-92.

Table 60-3 Change in teaching status of full-time public secondary teachers between the 1990-91 and 1991-92 school years, by main assignment field in base year

Teaching status	Academic: Science/math	Academic: Non-science/math	Vocational	Special groups	Other
Total	100.0	100.0	100.0	100.0	100.0
Teaching at same school	88.7	89.0	89.7	85.7	85.6
Moved to another school	6.0	5.3	4.6	9.0	9.1
Left teaching	5.3	5.7	5.8	5.3	5.3

NOTE: The components of the main assignment field categories are as follows: (1) Academic: Science/mathematics (biology, chemistry, computer science, geology, mathematics, physics, general and other sciences); (2) Academic: Non-science/mathematics (English and reading, art, foreign languages, music, religion, philosophy, social studies); (3) Special groups (special education, remedial education, bilingual education, English as a second language, education of the gifted); and (4) Other fields (physical education, general education, other).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 and Teacher Followup Survey, 1991-92.

Table 60-4 Change in teaching status of teachers between the 1990-91 and 1991-92 school years, destination of leavers, and reason for leaving, by sector, control of school, and work status

Teaching status, destination, and reason for leaving	Public			Private		
	Total	Full-time	Part-time	Total	Full-time	Part-time
Teaching status in 1991-92 compared to 1990-91						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Teaching at same school	87.6	88.3	80.3	81.1	83.1	70.2
Moved to another school	7.3	6.7	13.4	6.6	6.8	5.2
Left teaching	5.1	5.0	6.4	12.3	10.1	24.6
Destination of leavers						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Working in education	15.1	14.1	23.9	6.2	6.8	4.7
Working outside education	13.5	13.4	14.1	35.8	34.8	38.0
Attending college	6.7	6.7	6.9	11.0	12.1	8.4
Homemaking/childrearing	18.6	18.7	18.2	19.3	19.7	18.3
Retired	33.3	34.8	19.3	8.4	8.3	8.7
Other	11.8	11.3	15.6	18.8	18.0	20.8
Reason for leaving						
Retirement	30.4	31.8	18.0	8.1	8.8	6.5
Family or personal move	10.0	9.9	11.1	15.8	15.8	15.8
To pursue another career	7.8	6.6	11.8	15.9	16.3	14.8
Pregnancy/child rearing	10.9	10.4	15.6	11.4	11.9	10.0
Dissatisfied with teaching as a career	8.3	8.9	2.4	4.9	5.4	3.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey 1990-91, and Teacher Followup Survey, 1991-92.

Table 60-5 Change in teaching status of elementary school teachers between the 1990-91 and 1991-92 school years, destination of leavers, and reason for leaving, by sector, control of school, and work status

Teaching status, destination, and reason for leaving	Public			Private		
	Total	Full-time	Part-time	Total	Full-time	Part-time
Teaching status in 1991-92 compared to 1990-91						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Teaching at same school	86.6	87.3	80.4	81.2	83.0	71.7
Moved to another school	8.0	7.3	14.4	7.4	7.5	7.1
Left teaching	5.3	5.4	5.1	11.4	9.5	21.2
Destination of leavers						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Working in education	13.7	13.4	16.4	8.3	8.8	7.0
Working outside education	9.6	9.3	11.8	27.0	25.9	29.6
Attending college	7.3	7.1	9.4	6.4	8.0	2.8
Homemaking/childrearing	23.7	23.7	23.7	23.7	24.4	22.1
Retired	33.6	34.8	22.0	10.2	10.2	10.2
Other	11.2	10.6	16.8	24.2	22.4	28.3
Reason for leaving						
Retirement	29.9	30.9	20.6	11.2	13.1	6.8
Family or personal move	11.5	11.6	11.2	17.2	15.5	20.9
To pursue another career	4.7	4.7	3.8	10.1	11.5	7.0
Pregnancy/child rearing	13.6	12.8	21.1	15.0	13.5	18.4
Dissatisfied with teaching as a career	7.1	7.5	2.6	3.3	3.9	2.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey 1990-91, and Teacher Followup Survey, 1991-92.

Table 60-6 Change in teaching status of secondary school teachers between the 1990-91 and 1991-92 school years, destination of leavers, and reason for leaving, by sector, control of school, and work status

Teaching status, destination, and reason for leaving	Public			Private		
	Total	Full-time	Part-time	Total	Full-time	Part-time
Teaching status in 1991-92 compared to 1990-91						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Teaching at same school	89.5	90.2	78.0	84.1	87.1	64.5
Moved to another school	5.6	5.3	11.2	4.9	4.4	8.1
Left teaching	4.9	4.6	10.7	11.0	8.5	27.4
Destination of leavers						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Working in education	18.1	15.3	40.5	6.7	6.2	7.5
Working outside education	18.7	20.0	8.3	35.2	37.0	31.6
Attending college	5.9	6.3	3.3	11.1	10.2	13.4
Homemaking/childrearing	11.2	11.0	13.2	13.3	11.1	17.9
Retired	33.7	35.8	17.2	20.7	17.4	27.3
Other	11.2	11.2	11.5	11.9	16.6	2.6
Reason for leaving						
Retirement	32.5	34.6	15.7	17.3	14.8	(*)
Family or personal move	5.8	6.1	3.5	19.6	23.6	11.8
To pursue another career	12.5	8.3	45.4	14.8	18.6	7.3
Pregnancy/child rearing	7.2	6.8	10.0	6.5	9.1	(*)
Dissatisfied with teaching as a career	11.6	12.9	1.7	5.0	7.5	(*)

* Too few responses for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey 1990-91, and Teacher Followup Survey, 1991-92.

Standard Error Tables

Table S1(a) Standard errors for the first text table in *Indicator 1*

October	Age															
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1970	0.9	1.1	1.0	0.3	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.3	0.5	0.8	1.2
1980	1.2	1.4	0.7	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.3	0.3	0.6	0.8	1.1
1992	1.3	1.4	0.7	0.1	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.6	0.9	1.3
1993	1.1	1.2	0.7	0.3	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.3	0.5	0.8	1.3

October	Age															
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1970	1.2	1.3	1.2	1.0	0.9	1.0	0.9	0.8	0.8	0.7	0.8	0.7	0.8	0.7	0.7	0.7
1980	1.1	1.1	1.1	1.0	0.9	0.8	0.8	0.7	0.7	0.7	0.6	0.6	0.7	0.6	0.6	0.6
1992	1.3	1.3	1.3	1.2	1.1	1.0	0.8	0.8	0.7	0.7	0.6	0.6	0.6	0.5	0.5	0.6
1993	1.4	1.4	1.3	1.1	1.1	1.0	0.9	0.8	0.8	0.7	0.6	0.6	0.6	0.5	0.5	0.6

Table S1(b) Standard errors for the second text table in *Indicator 1*

October	Age											
	3	4	5	16	17	18	19	20	21	22	23	24
1970	0.9	1.1	1.0	0.5	0.8	1.2	1.2	1.3	1.2	1.0	0.9	1.0
1972	0.9	1.2	0.9	0.5	0.8	1.1	1.2	1.2	1.1	1.0	0.9	0.9
1974	1.0	1.2	0.8	0.5	0.8	1.1	1.1	1.1	1.1	1.0	0.9	0.8
1976	1.1	1.3	0.7	0.6	0.8	1.1	1.1	1.1	1.1	1.0	0.9	0.9
1980	1.2	1.4	0.7	0.6	0.8	1.1	1.1	1.1	1.1	1.0	0.9	0.8
1984	1.2	1.4	0.8	0.5	0.8	1.2	1.2	1.2	1.1	1.0	0.9	0.8
1988	1.3	1.5	0.8	0.6	0.9	1.3	1.4	1.4	1.3	1.2	1.0	0.9
1990	(*)	(*)	0.7	0.6	0.9	1.3	1.3	1.3	1.3	1.2	1.1	1.0
1991	1.2	1.4	0.8	0.5	0.8	1.3	1.4	1.3	1.3	1.2	1.1	1.0
1992	1.2	1.4	0.7	0.5	0.7	1.3	1.4	1.4	1.3	1.1	1.1	1.0
1993	1.1	1.2	0.7	0.5	0.8	1.3	1.4	1.4	1.3	1.1	1.1	1.0

* Comparable data not available due to a change in survey procedures.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S2 Standard errors for the text table in *Indicator 2*

October	Enrolled in preschool				Enrolled in kindergarten			
	Total	Family income			Total	Family income		
		Low	Middle	High		Low	Middle	High
1970	0.6	1.5	0.7	1.8	0.4	1.2	0.5	1.0
1971	0.6	1.6	0.7	1.9	0.5	1.4	0.5	1.2
1972	0.7	1.9	0.8	2.0	0.5	1.2	0.5	1.1
1973	0.7	1.9	0.7	2.0	0.4	1.5	0.5	1.1
1974	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
1975	0.8	2.0	0.9	2.0	0.5	1.2	0.6	1.2
1976	0.8	1.7	0.9	2.2	0.5	1.5	0.6	1.3
1977	0.9	1.9	1.0	2.3	0.5	1.3	0.6	1.3
1978	0.9	2.1	1.0	2.4	0.5	1.3	0.5	1.2
1979	0.9	2.1	1.0	2.3	0.5	1.4	0.6	1.2
1980	0.9	2.1	1.1	2.3	0.5	1.3	0.6	1.2
1981	0.9	1.9	1.1	2.2	0.5	1.0	0.5	1.2
1982	0.9	2.0	1.1	2.3	0.5	1.1	0.5	1.2
1983	0.9	1.8	1.1	2.2	0.5	1.1	0.6	1.3
1984	0.9	1.6	1.1	2.2	0.4	1.1	0.6	1.0
1985	0.9	1.7	1.1	2.2	0.5	1.3	0.6	1.0
1986	0.9	1.7	1.1	2.1	0.4	1.1	0.6	1.0
1987	0.9	1.7	1.1	2.1	0.5	1.3	0.6	1.0
1988	1.0	1.9	1.2	2.2	0.5	1.0	0.6	1.0
1989	1.0	2.1	1.2	2.2	0.4	1.0	0.5	0.9
1990	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
1991	1.0	1.9	1.2	2.3	0.5	1.2	0.6	1.2
1992	1.0	1.9	1.2	2.2	0.5	1.1	0.6	1.0
1993	0.9	1.8	1.2	2.1	0.5	1.2	0.6	1.0

¹ Not available.² Comparable data not available due to a change in survey procedures.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S3 Standard errors for the text table in *Indicator 3*

Selected characteristics	Total	Race/ethnicity			Family Income				
		White	Black	Hispanic	\$10,000 or less	\$10,001–20,000	\$20,001–35,000	\$35,001–50,000	\$50,001 or more
Percentage of first-graders who ever attended a center-based program	1.2	1.5	3.6	2.9	3.0	2.9	2.1	2.1	1.5
Age at which first-graders started a center-based program (for those who ever attended)									
Less than 3 years old	1.2	1.3	4.0	3.2	3.7	3.3	2.1	2.4	2.2
3 years old	1.3	1.4	3.7	4.4	4.5	2.7	2.6	2.4	2.2
4 years old	1.4	1.7	3.5	4.2	3.9	3.9	3.0	2.9	2.4
5 years old	0.7	0.9	2.0	2.0	2.0	2.2	1.5	1.6	0.9
Length of time first-graders enrolled in a center-based program (for those who ever attended)									
Less than 1 year	1.1	1.5	2.7	4.0	3.2	3.3	2.5	2.2	1.8
One year, less than 2 years	1.4	1.4	4.1	4.3	4.8	3.2	2.7	2.6	2.0
Two years or more	1.5	1.6	3.8	4.1	4.5	3.4	2.6	2.6	2.8
Length of time first-graders attended kindergarten									
One year	0.6	0.7	2.0	1.4	1.9	2.0	1.2	1.2	1.1
Two years or more	0.6	0.7	2.0	1.4	1.9	2.0	1.2	1.2	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1993.

Table S4 Standard errors for the text table in *Indicator 4*

Skills and behaviors	Race/ethnicity				Family structure			
	Total	White	Black	Hispanic	Two biological parents	One biological parent	One biological and one step parent	Other relatives
Percentage of children who can:								
Emerging literacy and numeracy								
Identify all colors	1.1	0.9	3.0	3.4	1.1	2.2	4.9	10.1
Recognize all letters of the alphabet	1.3	1.6	3.0	2.3	1.6	2.2	5.3	4.5
Count up to 50 or more	0.8	1.0	2.2	1.5	1.0	1.6	3.8	5.3
Write first name	1.2	1.4	3.4	3.6	1.3	3.1	5.4	9.6
Social and emotional skills and behaviors								
Often has tantrums	1.2	1.3	2.6	3.5	1.2	2.7	4.9	10.3
Afraid to speak to strangers	1.3	1.4	3.4	3.7	1.5	2.9	5.9	10.4
Fidgets a lot	1.1	1.2	3.5	3.4	1.1	2.7	5.7	10.5
Has short attention span	1.1	1.2	3.3	3.5	1.2	2.6	5.6	9.2
Can be left with a babysitter without fuss	0.8	0.8	3.0	2.6	0.7	2.0	3.3	9.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1993.

Table S5 Standard errors for the text table in *Indicator 5*

Current education level, race/ethnicity, and family income level	1984		1989			1993			
	Used a computer at school	Used a computer at home	Used a computer at home or at school	Used a computer at school	Used a computer at home	Used a computer at home or at school	Used a computer at school	Used a computer at home	Used a computer at home or at school
Total (Grades 1-12)	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Grades 1-6									
Total	0.5	0.4	0.6	0.6	0.4	0.6	0.5	0.5	0.5
White	0.7	0.5	0.7	0.7	0.6	0.7	0.6	0.6	0.6
Black	1.1	0.7	1.2	1.5	0.7	1.5	1.4	0.8	1.4
Hispanics	1.3	0.7	1.4	1.9	0.9	2.0	1.6	0.9	1.6
Low income	1.1	0.4	1.1	1.4	0.5	1.4	1.4	0.5	1.3
Middle income	0.7	0.4	0.7	0.8	0.5	0.8	0.7	0.6	0.7
High income	1.2	1.1	1.2	1.2	1.2	1.1	1.0	1.2	0.8
Grades 7-12									
Total	0.5	0.4	0.5	0.6	0.5	0.6	0.6	0.5	0.5
White	0.6	0.5	0.6	0.7	0.7	0.7	0.7	0.7	0.6
Black	1.3	0.7	1.4	1.8	1.1	1.8	1.7	1.0	1.6
Hispanics	2.3	1.1	2.4	3.2	2.0	3.2	2.5	1.5	2.5
Low income	1.2	0.6	1.3	1.6	0.8	1.6	1.5	0.7	1.5
Middle income	0.7	0.4	0.7	0.8	0.6	0.8	0.7	0.6	0.7
High income	1.0	0.9	1.0	1.2	1.2	1.1	1.0	1.1	0.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S6 Standard errors for the text table in *Indicator 6*

October	Sex			Race/ethnicity			Family income		
	Total	Male	Female	White	Black	Hispanic	Low	Middle	High
1972	0.2	0.3	0.3	0.2	0.9	1.5	1.1	0.3	0.3
1973	0.2	0.4	0.3	0.2	1.0	1.5	1.2	0.3	0.2
1974	0.2	0.4	0.3	0.3	1.0	1.4	—	—	—
1975	0.2	0.3	0.3	0.2	0.9	1.4	1.1	0.3	0.3
1976	0.2	0.3	0.3	0.3	0.8	1.1	1.1	0.3	0.2
1977	0.2	0.4	0.3	0.3	0.9	1.2	1.1	0.4	0.3
1978	0.3	0.4	0.3	0.3	1.0	1.5	1.2	0.4	0.3
1979	0.3	0.4	0.4	0.3	1.0	1.4	1.2	0.3	0.3
1980	0.2	0.4	0.3	0.3	0.9	1.4	1.1	0.3	0.3
1981	0.2	0.3	0.3	0.3	1.0	1.3	1.1	0.3	0.3
1982	0.3	0.4	0.4	0.3	1.0	1.6	1.3	0.4	0.3
1983	0.3	0.4	0.4	0.3	1.0	1.6	1.1	0.4	0.3
1984	0.3	0.4	0.4	0.3	0.9	1.7	1.2	0.4	0.3
1985	0.3	0.4	0.4	0.3	1.1	2.3	1.3	0.4	0.3
1986	0.3	0.4	0.4	0.3	0.9	2.4	1.1	0.4	0.3
1987	0.3	0.4	0.4	0.3	1.0	1.7	1.1	0.4	0.2
1988	0.4	0.6	0.6	0.4	1.3	4.6	1.8	0.5	0.4
1989	0.4	0.6	0.6	0.4	1.6	3.9	1.6	0.6	0.4
1990	0.3	0.5	0.5	0.4	1.1	2.3	1.4	0.4	0.3
1991	0.3	0.5	0.5	0.4	1.2	2.2	1.4	0.4	0.3
1992	0.4	0.5	0.5	0.4	1.1	2.2	1.4	0.5	0.4
1993	0.4	0.5	0.5	0.4	1.2	2.0	1.6	0.5	0.4

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys. U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States: 1993*.**Table S8** Standard errors for the text table in *Indicator 8*

Type and control of institution and family income of dependent students	Tuition and fees	Total cost	Grants	Total aid	Net cost	Ratios	
						Grants to tuition and fees	Net cost to total cost
Public 4-year institutions							
Dependent, full-time students	\$85	\$105	\$25	\$47	\$136	1	2
Low income	60	107	53	91	120	3	2
Lower middle	76	109	44	85	128	2	2
Upper middle	82	106	32	60	140	1	2
High income	107	122	26	41	150	1	2
Private, not-for-profit 4-year institutions							
Dependent, full-time students	403	407	111	171	434	2	3
Low income	781	786	424	690	403	8	4
Lower middle	387	395	229	301	362	3	2
Upper middle	303	310	211	273	349	2	2
High income	358	363	95	137	446	1	3
Public 2-year institutions							
Dependent, full-time students	55	82	33	49	153	4	3
Low income	59	106	92	113	245	12	4
Lower middle	73	107	55	82	165	6	3
Upper middle	105	125	36	50	278	3	4
High income	129	142	26	43	210	2	4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study: 1993.

Table S9 Standard errors for the text table in *Indicator 9*

October	Type of college			Family income			Race/ethnicity		
	Total	2-year	4-year	Low	Middle	High	White	Black	Hispanic
1972	0.9	—	—	3.4	1.7	2.2	1.4	4.6	(*)
1973	0.9	0.7	0.9	3.2	1.7	2.1	1.4	4.3	9.2
1974	0.9	0.7	0.9	—	—	—	1.4	4.6	(*)
1975	0.9	0.7	0.8	3.6	1.7	2.1	1.4	4.7	(*)
1976	0.9	0.7	0.9	4.2	1.8	2.1	1.4	4.8	(*)
1977	1.0	0.7	0.9	3.5	1.8	2.0	1.4	4.7	7.9
1978	1.0	0.7	0.9	3.7	1.7	2.0	1.4	4.5	(*)
1979	1.0	0.7	0.9	3.8	1.7	2.0	1.4	4.7	(*)
1980	1.0	0.8	0.9	3.5	1.8	2.1	1.4	4.4	8.7
1981	1.0	0.8	0.9	3.9	1.7	2.1	1.4	4.4	(*)
1982	1.2	0.9	1.1	3.8	1.8	2.1	1.5	4.3	(*)
1983	1.2	1.0	1.1	4.0	1.9	2.2	1.6	4.3	8.9
1984	1.2	0.9	1.2	3.6	1.9	2.1	1.5	4.2	(*)
1985	1.3	1.0	1.2	4.1	2.0	2.2	1.6	4.8	(*)
1986	1.2	1.0	1.2	3.6	2.0	2.3	1.6	4.4	8.8
1987	1.3	1.0	1.2	3.9	2.1	2.2	1.7	4.8	(*)
1988	1.8	1.5	1.7	4.4	2.1	2.5	1.8	4.9	(*)
1989	1.8	1.5	1.8	4.6	2.3	2.6	1.9	5.3	10.5
1990	1.6	1.3	1.6	4.8	2.1	2.5	1.8	5.1	(*)
1991	1.6	1.4	1.6	4.5	2.2	2.4	1.8	5.2	(*)
1992	1.6	1.4	1.6	4.4	2.2	2.3	1.8	4.9	8.4
1993	1.6	1.4	1.6	4.6	2.1	2.5	1.9	5.3	(*)

— Not available.

* Due to the small sample size for the Hispanic category, 3-year averages were calculated. The 3-year average for 1992 is the average percentage of graduates enrolled in college in 1991, 1992, and 1993.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S10 Standard errors for the text table in *Indicator 10*

Student characteristics	Percentage in each activity category							Unemployment rate of nonstudents
	Students			Nonstudents				
	Total	2-year school	4-year school pursuing a bachelor's degree	Total	Working	Unemployed	Not in the labor force	
All	1.6	1.1	1.2	1.6	1.9	1.0	1.0	1.4
Age in 1991								
15-20	4.0	3.0	3.2	3.9	4.1	2.0	1.9	3.5
21-24	3.6	2.3	3.1	3.6	3.9	2.2	1.8	3.3
25-29	3.3	2.2	2.2	3.2	4.2	2.5	2.5	3.2
30-35	4.1	3.2	1.5	4.1	4.7	2.5	2.2	3.2
36 and over	2.5	1.6	1.6	2.4	3.7	2.0	2.7	2.5
Race/ethnicity								
White	1.8	1.3	1.4	1.8	2.1	1.1	1.1	1.5
Black	6.1	4.4	4.6	5.2	6.0	3.7	3.0	5.1
Hispanic	8.5	4.6	6.8	5.3	6.4	3.3	4.4	4.8
Years of education completed by October 1991								
Less than a full year of college	2.4	1.9	1.5	2.4	3.5	2.1	2.4	2.6
1 year of college	3.3	2.8	2.0	3.2	3.6	2.3	1.7	3.3
2 years of college	3.2	1.6	2.8	3.2	3.4	1.5	1.4	2.3
3 years of college or more	4.1	2.3	2.7	4.1	4.8	1.0	3.2	1.4
Sex								
Male	2.7	1.8	2.1	2.5	2.7	1.5	1.0	2.2
Female	2.0	1.4	1.5	1.7	2.1	1.1	1.3	1.5

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991.

Table S12 Standard errors for the text table in *Indicator 12*

Characteristic	In the last 12 months	At any time while on current job	
	1991	1983	1991
Total	1.0	0.4	0.4
Sex			
Male	1.4	0.6	0.5
Female	1.2	0.7	0.6
Work status			
Full-time	1.2	—	—
Part-time	1.4	—	—
Age			
20–24	2.3	1.2	1.3
25–34	1.7	0.8	0.7
35–44	2.2	0.9	0.7
45–54	2.5	1.1	0.9
55–64	3.3	1.3	1.3
65 and over	4.8	2.9	2.6
Educational attainment			
High school graduate or less	1.1	0.6	0.6
Some postsecondary education	1.7	0.9	0.8
College graduate	2.3	0.8	0.6
Occupation			
Executive, professional, technical	2.0	0.7	0.6
Sales and administrative support	1.2	0.8	0.7
Service	2.2	1.3	1.1
Farming, forestry, fishing	2.8	2.8	2.8
Precision production, craft and repair	2.6	1.3	1.2
Operators, fabricators, laborers	2.3	1.2	1.2

— Not available.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *How Workers Get Their Training: A 1991 Update*, Bulletin 2407, August 1992. U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991.

Table S13(a) Standard errors for the first text table in *Indicator 13*

Year	Total			Male			Female		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1971	1.0	0.9	1.2	1.1	1.0	1.2	1.0	0.9	1.3
1975	0.7	0.8	0.8	0.8	0.8	1.0	0.8	0.9	1.0
1980	1.0	0.9	1.2	1.1	1.1	1.3	1.1	0.9	1.2
1984	0.7	0.5	0.6	0.8	0.6	0.6	0.8	0.6	0.8
1988	1.1	1.0	1.0	1.4	1.3	1.5	1.3	1.0	1.5
1990	1.2	0.8	1.1	1.7	1.1	1.6	1.2	1.1	1.2
1992	0.9	1.2	1.1	1.3	1.7	1.6	0.9	1.2	1.1

Table S13(b) Standard errors for the second text table in *Indicator 13*

Year	White			Black			Hispanic		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1971	0.9	0.7	1.0	1.7	1.2	1.7	—	—	—
1975	0.7	0.7	0.6	1.2	1.2	2.0	2.2	3.0	3.6
1980	0.8	0.7	0.9	1.8	1.5	1.8	2.3	2.0	2.7
1984	0.8	0.6	0.7	1.1	1.0	1.0	2.1	1.7	2.2
1988	1.4	1.1	1.2	2.4	2.4	2.4	3.5	3.5	4.3
1990	1.3	0.9	1.2	2.9	2.2	2.3	2.3	2.3	3.6
1992	1.0	1.2	1.4	2.2	2.3	2.1	3.1	3.5	3.7

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1992; Mathematics, 1973 to 1992; Reading, 1971 to 1992; Writing, 1984 to 1992, 1994.*

Table S14(a) Standard errors for the first text table in *Indicator 14*

Year	Total			Male			Female		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
1984	1.5	2.0	1.6	2.8	2.3	1.4	3.1	2.4	2.5
1988	1.6	1.3	1.3	2.3	1.5	2.0	2.0	1.7	1.2
1990	1.5	1.2	1.0	1.9	1.5	1.6	2.2	1.3	1.5
1992	1.5	1.3	1.4	1.7	1.9	1.2	1.7	1.3	2.0

Table S14(b) Standard errors for the second text table in *Indicator 14*

Year	White			Black			Hispanic		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
1984	1.9	2.1	1.8	5.0	5.7	3.6	5.8	6.4	6.6
1988	1.9	1.3	1.3	4.7	3.5	2.9	3.5	2.5	4.4
1990	2.0	1.6	1.2	5.4	2.3	2.3	4.1	2.8	2.6
1992	1.7	1.3	1.2	3.8	4.0	3.2	3.6	2.2	3.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1992; Mathematics, 1973 to 1992; Reading, 1971 to 1992; Writing, 1984 to 1992, 1994.*

Table S15(a) Standard errors for the first text table in *Indicator 15*

Year	Total			Male			Female		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1973	0.8	0.8	1.1	0.7	1.3	1.2	1.1	1.1	1.1
1978	0.8	1.1	1.0	0.7	1.3	1.0	1.0	1.1	1.0
1982	1.1	1.1	0.9	1.2	1.4	1.0	1.2	1.1	1.0
1986	1.0	1.2	0.9	1.1	1.1	1.2	1.2	1.5	1.0
1990	0.8	0.9	0.9	0.9	1.2	1.1	1.1	0.9	1.1
1992	0.8	0.9	0.9	1.0	1.1	1.1	1.0	1.0	1.1

Table S15(b) Standard errors for the second text table in *Indicator 15*

Year	White			Black			Hispanic		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1973	1.0	0.9	1.1	1.8	1.9	1.3	2.4	2.2	2.2
1978	0.9	0.8	0.9	1.1	1.9	1.3	2.2	2.0	2.3
1982	1.1	1.0	0.9	1.6	1.6	1.2	1.3	1.7	1.8
1986	1.1	1.3	1.0	1.6	2.3	2.1	2.1	2.9	2.9
1990	0.8	1.1	1.0	2.2	2.3	2.8	2.1	1.8	2.9
1992	0.8	0.9	0.8	2.0	1.9	2.2	2.3	1.8	2.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1992; Mathematics, 1973 to 1992; Reading, 1971 to 1992; Writing, 1984 to 1992, 1994.*

Table S16(a) Standard errors for the first text table in *Indicator 16*

Year	Total			Male			Female		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1970	1.2	1.1	1.0	1.3	1.3	1.2	1.2	1.2	1.1
1973	1.2	1.1	1.0	1.3	1.3	1.2	1.2	1.2	1.1
1977	1.2	1.1	1.0	1.3	1.3	1.2	1.2	1.2	1.1
1982	1.8	1.3	1.2	2.3	1.5	1.4	2.0	1.3	1.3
1986	1.2	1.4	1.4	1.4	1.6	1.9	1.4	1.5	1.5
1990	0.8	0.9	1.1	1.1	1.1	1.3	1.0	1.1	1.6
1992	1.0	0.8	1.3	1.2	1.2	1.7	1.0	1.0	1.5

Table S16(b) Standard errors for the second text table in *Indicator 16*

Year	White			Black			Hispanic		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
1970	0.9	0.8	0.8	1.9	2.4	1.5	—	—	—
1973	0.9	0.8	0.8	1.9	2.4	1.5	—	—	—
1977	0.9	0.8	0.7	1.8	2.4	1.5	2.7	1.9	2.2
1982	1.9	1.1	1.0	3.0	1.3	1.7	4.2	3.9	2.3
1986	1.2	1.4	1.7	1.9	2.5	2.9	3.1	3.1	3.8
1990	0.8	0.9	1.1	2.0	3.1	4.5	2.2	2.6	4.4
1992	1.0	1.0	1.3	2.7	2.7	3.2	2.8	2.6	5.6

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1992; Mathematics, 1973 to 1992; Reading, 1971 to 1992; Writing, 1984 to 1992, 1994.*

Table S17 Standard errors for the text table in Indicator 17

Larger countries	Average overall score			Average domain scale score			Non-school language spoken at home		School language spoken at home	
	Total	Male	Female	Narrative	Expository	Documents	Percentage of students	Average score	Percentage of students	Average score
Age 9										
United States	2.8	3.6	3.4	3.1	2.6	2.7	—	12.3	—	2.5
France	4.0	5.7	5.6	4.1	4.1	3.9	—	12.2	—	4.2
Italy	4.3	5.2	5.1	4.0	4.0	4.9	—	6.9	—	4.1
Spain	2.5	3.4	3.3	2.4	2.3	2.7	—	6.2	—	2.5
West Germany	3.0	3.9	3.8	2.8	2.9	3.2	—	8.1	—	2.9
Age 14										
France	4.3	5.0	4.2	4.2	4.3	4.2	—	16.1	—	3.3
United States	4.8	6.3	5.9	4.9	5.6	4.0	—	21.0	—	4.4
West Germany	4.4	4.4	4.4	4.9	4.5	3.9	—	10.7	—	3.2
Italy	3.4	4.0	3.9	3.6	3.2	3.3	—	5.1	—	3.3
Spain	2.5	3.3	3.1	3.0	2.6	2.0	—	6.8	—	2.4

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, Study of Reading Literacy, *How in the World Do Students Read?*, 1992.

Table S18 Standard errors for the text table in Indicator 18

Larger countries	Average proficiency score			Percentile scores						
	Total	Male	Female	1st	5th	10th	Median	90th	95th	99th
Age 9										
South Korea	1.8	2	2.4	7.5	6.8	1.9	1.4	1.8	3.5	2.5
Taiwan	2.2	2.4	2.7	5.7	4.4	3.3	1.8	4.8	3.1	1.1
Soviet Union	3.3	3.2	3.8	5.9	4.1	5.5	3.9	2.4	5.4	5.9
Spain	2.9	3.8	3	1.6	4.9	4.1	3.4	3.1	3.3	2.7
Canada	1.5	1.9	1.7	8.8	3.2	2	1.8	2.2	2.5	5.9
United States	3.2	3.6	3.7	4.5	2.9	5.7	2.9	5	5.7	1.5
Age 13										
Taiwan	2	3.1	2.5	9.9	7.3	4.9	1.7	3.5	9	2.4
South Korea	1.9	2.7	2.6	11.8	4.6	3.9	1.4	7.7	3	3.3
Soviet Union	2.2	2.8	1.9	5.5	4.5	3.5	2	1.5	3.6	5
France	1.8	2.1	2.1	4	2.4	1.8	0.8	3.8	4.1	8.3
Canada	1.4	1.8	1.6	12.9	3.8	1.9	1.4	2.1	2.8	3.2
Spain	1.8	2.5	1.9	18.4	2	1.9	3	2.9	1.9	4.2
United States	2.9	3.1	3.3	8.4	5.8	5.7	3.2	2.7	5.7	10.1

SOURCE: Educational Testing Service, International Assessment of Educational Progress, 1992.

Table S19 Standard errors for the text table in *Indicator 19*

Larger countries	Average proficiency score			Percentile scores						
	Total	Male	Female	1st	5th	10th	Median	90th	95th	99th
Age 9										
South Korea	2.3	3.2	2.3	8.7	5.6	3.3	2.5	1.7	3.1	5.2
Taiwan	2.7	3.0	3.8	9.2	5.3	4.1	4.1	5.4	5.6	2.9
United States	4.6	6.2	4.2	2.3	9.8	6.1	2.9	2.7	3.2	6.0
Canada	1.9	2.3	2.3	3.5	5.5	1.8	1.9	1.0	4.0	1.3
Soviet Union	5.1	5.6	5.3	6.1	7.0	6.4	6.3	8.6	10.9	8.4
Spain	3.6	4.5	3.7	4.2	10.6	4.6	3.5	3.4	2.9	0.7
Age 13										
South Korea	2.3	3.0	3.2	16.5	8.1	5.1	2.7	3.9	2.6	4.7
Taiwan	1.9	2.8	2.5	11.4	3.3	3.3	2.4	2.7	2.9	6.5
Soviet Union	3.5	3.9	3.6	8.8	9.6	4.9	3.1	5.5	3.9	3.8
Canada	1.6	2.1	1.5	3.2	1.1	3.1	1.1	2.2	1.7	6.6
France	2.5	3.0	3.0	1.9	6	4.8	1.8	3.3	2.3	6.0
Spain	2.3	3.0	2.9	4.2	1.4	2.8	2.7	3.4	2.9	4.8
United States	4.4	5.6	3.6	8.4	6.5	7.5	4.0	4.9	3.9	8.0

SOURCE: Educational Testing Service, International Assessment of Educational Progress, 1992.

Table S22 Standard errors for the text table in *Indicator 22*

March	High school graduates completing:											
	High school graduates				1 or more years of college				4 or more years of college			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1971	0.5	0.5	2.2	2.9	0.7	0.7	2.6	3.8	0.6	0.6	1.8	2.5
1973	0.5	0.5	2.0	2.6	0.6	0.7	2.5	3.3	0.5	0.6	1.8	2.2
1975	0.4	0.4	1.8	2.5	0.6	0.7	2.3	3.3	0.5	0.6	1.7	2.5
1977	0.4	0.4	1.7	2.5	0.6	0.6	2.2	3.3	0.5	0.6	1.7	2.1
1979	0.4	0.4	1.6	2.3	0.6	0.6	2.1	3.1	0.5	0.6	1.6	2.1
1981	0.4	0.3	1.5	2.1	0.6	0.6	2.0	2.7	0.5	0.5	1.4	1.8
1983	0.4	0.4	1.4	2.2	0.6	0.6	2.0	2.8	0.5	0.6	1.5	2.2
1985	0.4	0.4	1.4	2.1	0.6	0.6	1.9	2.8	0.5	0.6	1.4	2.1
1987	0.4	0.4	1.3	2.0	0.6	0.6	1.9	2.6	0.5	0.6	1.3	1.8
1989	0.4	0.4	1.4	2.2	0.6	0.7	2.0	2.9	0.5	0.6	1.5	2.2
1991	0.4	0.4	1.4	2.0	0.6	0.7	2.0	2.6	0.5	0.6	1.3	2.0
Diploma or equivalency certificate				Some college or more				Bachelor's degree or more				
1992	0.4	0.4	1.4	2.0	0.6	0.7	2.0	2.6	0.5	0.6	1.4	1.9
1993	0.4	0.4	1.4	1.9	0.6	0.7	2.0	2.5	0.5	0.6	1.5	1.7
1994	0.4	0.4	1.3	1.8	0.6	0.7	2.0	2.3	0.5	0.7	1.5	1.6

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S24 Standard errors for the text table in *Indicator 24*

District characteristics	English		Mathematics		Science		Four core subjects	
	Years	Percent with 4 or more	Years	Percent with 3 or more	Years	Percent with 3 or more	Years	Percent with 13 or more
Total	0.0	0.6	0.0	0.6	0.0	0.5	0.0	0.4
Spending per pupil in school district								
Less than \$3,500	0.0	1.0	0.0	1.1	0.0	0.9	0.0	0.8
\$3,500 to \$4,499	0.0	1.0	0.0	1.0	0.0	0.8	0.0	0.8
\$4,500 to \$5,499	0.0	1.1	0.0	1.5	0.0	1.2	0.1	1.3
\$5,500 or more	0.0	0.9	0.0	1.1	0.0	0.8	0.0	0.8
Residents' median household income								
Lowest 25 percent	0.0	0.8	0.0	1.0	0.0	1.0	0.0	0.9
Middle 50 percent	0.0	0.7	0.0	0.6	0.0	0.5	0.0	0.5
Highest 25 percent	0.0	1.3	0.0	1.5	0.0	0.9	0.0	1.0
Residents who are high school graduates								
Less than 65.0 percent	0.0	0.7	0.0	1.4	0.0	1.0	0.0	1.1
65.0 to 84.9 percent	0.0	0.7	0.0	0.7	0.0	0.6	0.0	0.5
85.0 percent or more	0.0	1.5	0.0	1.5	0.0	0.9	0.1	0.8
Residents who are minority								
Less than 5.0 percent	0.0	1.1	0.0	0.9	0.0	0.8	0.0	0.7
5.0 to 19.9 percent	0.0	1.2	0.0	1.0	0.0	0.8	0.0	0.8
20.0 to 49.9 percent	0.0	1.3	0.0	1.7	0.0	1.2	0.0	1.0
50.0 percent or more	0.0	1.2	0.0	1.3	0.0	0.8	0.0	1.0
Households receiving public assistance								
Less than 5.0 percent	0.0	0.8	0.0	0.9	0.0	0.7	0.0	0.7
5.0 to 9.9 percent	0.0	1.0	0.0	1.0	0.0	0.8	0.0	0.9
10.0 percent or more	0.0	0.9	0.0	1.2	0.0	1.0	0.0	0.9
Urbanicity of district								
Central city	0.0	0.9	0.0	0.6	0.0	0.4	0.0	0.4
Suburban/other urban	0.0	0.9	0.0	1.2	0.0	0.9	0.0	0.9
Rural/small town	0.0	0.9	0.0	1.1	0.0	1.1	0.1	1.1

NOTE: Standard errors 0.0 are less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire); Common Core of Data 1989-90; and 1990 Census School District Special Tabulation, Summary File Set 1 Extract.

Table S25 Standard errors for the text table in *Indicator 25*

Characteristic	1982	1987	1990	1992	Percentage point change			
					1982-1987	1987-1990	1990-1992	1982-1992
Total	0.6	1.2	1.7	1.3	1.4	2.1	2.1	1.4
Sex								
Male	0.8	1.4	1.9	1.8	1.6	2.3	2.6	2.0
Female	0.7	1.3	1.7	1.4	1.5	2.1	2.2	1.6
Race/ethnicity								
White	0.7	1.5	1.8	1.5	1.6	2.3	2.3	1.6
Black	1.3	3.0	3.8	3.5	3.2	4.9	5.2	3.7
Hispanic	0.9	2.2	2.7	2.4	2.3	3.4	3.6	2.6
Asian/Pacific Islander	2.5	4.4	3.0	3.6	5.0	5.3	4.7	4.4
American Indian/Alaskan Native	2.2	2.5	3.6	6.1	3.3	4.4	7.1	6.5
Urbanicity								
Urban	1.5	—	—	2.2	—	—	—	2.7
Suburban	0.9	—	—	2.1	—	—	—	2.2
Rural	1.1	—	—	2.0	—	—	—	2.3
Control of school								
Public	0.6	1.2	1.8	1.2	1.4	2.2	2.2	1.4
Private	4.3	4.6	3.4	4.5	6.3	5.7	5.6	6.2
Parents' highest education level								
Didn't finish high school	0.8	—	—	2.8	—	—	—	2.9
High school graduate	1.8	—	—	2.0	—	—	—	2.7
Some college	1.0	—	—	1.4	—	—	—	1.7
College graduate	1.7	—	—	2.5	—	—	—	3.0

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Transcript Study, 1987 and 1990 NAEP High School Transcript Studies, and the National Education Longitudinal Study Transcripts, 1992.

Table S26 Standard errors for the text table in *Indicator 26*

Mathematics and science courses	1982	1987	1990	1992	Percentage point change			
					1982-1987	1987-1990	1990-1992	1982-1992
Mathematics								
Remedial/below grade level								
math	1.0	1.3	1.6	0.8	1.6	2.0	1.8	1.3
Algebra I	0.7	—	—	0.4	—	—	—	0.8
Algebra II	1.0	1.8	1.4	1.1	2.0	2.3	1.8	1.5
Geometry	1.0	0.9	1.3	1.0	1.4	1.6	1.6	1.4
Trigonometry	0.6	1.5	1.3	1.0	1.6	2.0	1.6	1.2
Analysis/pre-calculus	0.5	0.9	1.0	1.0	1.0	1.3	1.4	1.1
Calculus	0.4	0.4	0.5	0.8	0.6	0.6	0.9	0.9
Algebra II and geometry	0.9	1.7	1.4	1.2	1.9	2.2	1.8	1.5
Algebra II, geometry, trigonometry, and calculus	0.1	0.4	0.3	0.2	0.4	0.5	0.4	0.3
Science								
Biology	0.8	0.9	0.9	0.5	1.2	1.3	1.0	1.0
Chemistry	0.8	1.1	1.3	1.1	1.4	1.7	1.7	1.4
Physics	0.6	0.9	0.8	1.0	1.0	1.2	1.3	1.2
Biology and chemistry	0.8	1.1	1.3	1.1	1.4	1.7	1.7	1.4
Biology, chemistry, and physics	0.5	0.8	0.7	1.0	0.9	1.1	1.2	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Transcript Study; 1987 and 1990 NAEP High School Transcript Studies; and National Education Longitudinal Study Transcripts, 1992.

Table S28 Standard errors for the text table in *Indicator 28*

October	Recent high school graduates not enrolled in college				Recent school dropouts			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1973	1.6	1.7	5.6	(*)	2.5	3.1	6.6	(*)
1974	1.6	1.7	6.3	(*)	2.5	3.1	6.1	(*)
1975	1.7	1.8	6.0	(*)	2.6	3.2	6.0	11.0
1976	1.7	1.8	6.3	(*)	2.6	3.1	6.0	(*)
1977	1.6	1.7	6.5	10.8	2.5	3.0	6.6	(*)
1978	1.6	1.6	6.1	10.4	2.5	3.1	6.6	11.4
1979	1.6	1.7	6.4	9.9	2.5	3.2	6.2	(*)
1980	1.7	1.8	5.7	(*)	2.6	3.3	6.0	10.7
1981	1.8	1.9	5.5	(*)	2.6	3.5	4.3	10.9
1982	1.9	2.1	5.1	10.6	2.8	3.7	5.9	(*)
1983	2.0	2.1	5.4	(*)	3.1	4.1	7.2	(*)
1984	2.0	2.2	5.4	10.3	3.1	3.9	7.5	11.0
1985	2.2	2.4	6.1	(*)	3.0	4.1	7.2	11.6
1986	2.0	2.3	5.6	11.4	3.2	4.3	9.4	10.3
1987	2.1	2.3	7.0	10.7	3.3	4.2	7.4	(*)
1988	2.2	2.4	6.6	15.4	3.5	4.4	7.4	13.5
1989	2.4	2.5	7.7	15.8	3.9	5.0	7.9	(*)
1990	2.4	2.7	6.9	(*)	3.9	5.1	9.4	(*)
1991	2.7	3.1	6.7	(*)	3.9	5.3	8.3	(*)
1992	2.5	2.9	6.6	12.7	3.8	5.1	(*)	12.2
1993	2.6	2.8	7.9	13.7	4.0	5.0	9.3	(*)

* Too few sample observations for a reliable estimate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S29 Standard errors for the text table in *Indicator 29*

Age	Males					Females				
	Total	Grades 9 to 11	High school diploma	Some college	Bachelor's degree	Total	Grades 9 to 11	High school diploma	Some college	Bachelor's degree
20-24	0.8	2.4	1.2	1.2	2.1	0.8	2.3	1.5	1.1	1.6
25-29	0.6	2.2	1.0	1.0	1.0	0.7	2.5	1.3	1.3	1.2
30-34	0.5	2.2	0.9	1.0	0.7	0.7	2.4	1.2	1.2	1.3
35-39	0.5	2.4	0.9	1.0	0.6	0.7	2.8	1.2	1.2	1.2
40-44	0.6	3.1	1.2	0.9	0.8	0.7	3.1	1.2	1.2	1.1
45-49	0.6	2.9	1.2	1.1	0.7	0.7	3.0	1.3	1.4	1.2
50-54	0.7	3.3	1.3	1.5	0.9	0.9	3.0	1.5	1.7	1.7
55-59	1.0	3.0	1.7	2.1	1.7	1.0	2.8	1.6	2.2	2.4
60-64	1.1	3.1	2.0	2.7	2.4	1.0	2.4	1.7	2.5	3.0

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Survey, 1994.

Table S30 Standard errors for the text table in *Indicator 30*

Year	9-11 years of school		13-15 years of school		16 or more years of school	
	Male	Female	Male	Female	Male	Female
1970	0.02	0.05	0.02	0.06	0.02	0.06
1972	0.02	0.03	0.02	0.05	0.02	0.05
1974	0.02	0.05	0.02	0.05	0.02	0.06
1976	0.02	0.04	0.02	0.05	0.02	0.05
1978	0.03	0.02	0.03	0.04	0.03	0.05
1980	0.02	0.04	0.02	0.04	0.02	0.04
1982	0.02	0.04	0.02	0.03	0.02	0.05
1984	0.03	0.04	0.04	0.03	0.05	0.04
1986	0.02	0.04	0.02	0.04	0.03	0.04
1988	0.03	0.03	0.02	0.04	0.04	0.03
1990	0.03	0.04	0.03	0.03	0.03	0.04
1991	0.03	0.05	0.03	0.03	0.02	0.04
1992	0.03	0.04	0.03	0.04	0.03	0.05
1993	0.03	0.03	0.02	0.04	0.03	0.05

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S32 Standard errors for the text table in *Indicator 32*

Year	Years of schooling completed											
	All persons						White		Black		Hispanic	
	Total	Less than 9 years	9-11 years	12 years	13-15 years	16 years or more	9-11 years	12 years	9-11 years	12 years	9-11 years	12 years
1972	0.2	0.9	0.6	0.2	0.3	0.1	0.6	0.2	2.2	1.4	3.2	1.5
1973	0.2	0.9	0.6	0.2	0.3	0.1	0.6	0.2	2.2	1.4	2.9	1.4
1974	0.2	1.0	0.7	0.2	0.2	0.1	0.6	0.2	2.4	1.3	3.9	1.7
1975	0.1	1.1	0.7	0.2	0.3	0.2	0.7	0.2	2.4	1.2	3.5	1.5
1976	0.2	1.0	0.7	0.2	0.2	0.1	0.7	0.2	2.6	1.1	3.1	1.4
1977	0.2	1.0	0.7	0.2	0.2	0.1	0.7	0.2	2.4	1.2	3.4	1.6
1978	0.1	1.0	0.8	0.2	0.2	0.1	0.7	0.2	2.5	1.3	3.2	1.8
1979	0.1	1.0	0.8	0.2	0.3	0.1	0.8	0.2	2.4	1.2	3.5	1.8
1980	0.2	1.1	0.8	0.2	0.2	0.1	0.8	0.2	2.4	1.2	3.2	1.5
1981	0.2	1.1	0.8	0.2	0.3	0.1	0.8	0.2	2.4	1.2	3.3	1.4
1982	0.1	1.1	0.8	0.2	0.3	0.1	0.9	0.2	2.7	1.3	3.1	1.3
1983	0.2	1.0	0.8	0.2	0.2	0.1	0.9	0.2	2.5	1.2	3.1	1.4
1984	0.2	1.1	0.9	0.2	0.3	0.1	0.9	0.2	2.5	1.1	2.7	1.2
1985	0.1	1.2	0.9	0.2	0.2	0.1	0.9	0.2	2.6	1.1	2.1	1.1
1986	0.1	1.1	0.8	0.2	0.2	0.1	0.9	0.2	2.7	1.0	2.2	1.0
1987	0.2	1.1	0.8	0.2	0.2	0.1	0.9	0.2	2.4	1.0	2.0	1.1
1988	0.1	1.3	0.8	0.2	0.3	0.1	0.8	0.2	2.7	1.1	2.3	1.2
1989	0.1	1.1	0.8	0.2	0.2	0.1	0.9	0.2	2.6	1.0	2.2	1.0
1990	0.2	1.0	0.8	0.2	0.2	0.1	0.8	0.2	2.7	1.0	2.0	0.9
1991	0.2	1.0	0.8	0.2	0.2	0.1	0.9	0.2	2.6	1.1	1.9	1.0
1992	0.2	1.2	0.9	0.3	0.3	0.1	1.0	0.3	2.5	1.1	2.1	1.1

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S33 Standard errors for the text table in *Indicator 33*

Characteristics	Percent who gave and volunteered	Percent who volunteered	Average hours/week	Percent who were generous volunteers	Percent who gave	Percent of income contributed	Percent who were generous givers	Percent who were generous givers and volunteers	Percent who either gave or volunteered
Total	1.5	1.5	1.5	1.0	1.5	1.0	1.0	1.0	1.0
No postsecondary education									
Total	2.0	2.0	3.0	1.0	2.0	2.0	1.0	1.0	2.0
Sex									
Male	3.0	3.0	4.5	2.0	3.0	3.0	2.0	2.0	3.0
Female	2.5	2.5	3.0	2.0	2.5	3.0	1.5	1.5	2.5
Employment status									
Full-time	3.0	3.0	4.5	2.0	3.0	3.0	2.0	2.0	3.0
Part-time	0.5	7.5	4.5	6.5	7.0	4.5	4.5	4.5	6.5
Not employed or retired	2.5	2.5	4.5	1.5	2.5	3.0	1.5	1.5	2.5
Annual Income									
Less than \$20,000	2.5	3.0	4.5	2.0	3.0	3.0	2.0	2.0	3.0
\$20,000–\$49,999	3.0	3.0	4.5	2.5	3.0	3.0	2.0	2.0	2.5
\$50,000 or more	7.5	7.5	4.5	4.5	6.0	4.5	4.5	4.5	6.0
Some postsecondary education									
Total	2.0	2.0	2.0	1.5	1.0	1.5	1.5	1.0	1.0
Sex									
Male	2.5	2.5	3.0	2.0	1.5	2.0	2.0	2.0	1.5
Female	3.0	3.0	3.0	2.5	2.0	2.0	2.0	2.0	2.0
Employment status									
Full-time	2.5	2.5	2.0	2.0	1.5	2.0	2.0	1.5	1.5
Part-time	6.5	6.5	4.5	6.5	4.5	4.5	6.0	4.5	4.5
Not employed or retired	4.5	4.5	4.5	3.5	3.0	3.0	3.5	3.0	3.0
Annual income									
Less than \$20,000	4.5	4.5	4.5	3.5	4.0	4.5	3.5	3.0	3.5
\$20,000–\$49,999	3.0	3.0	3.0	2.5	2.0	3.0	2.0	2.0	2.0
\$50,000 or more	3.0	3.0	3.0	3.0	2.0	2.0	2.5	2.0	2.0

SOURCE: Biennial Gallup Survey on Giving and Volunteering (1992), sponsored by the Independent Sector.

Table S40 Standard errors for the text table in *Indicator 40*

Year	Black					Hispanic				
	Public schools					Public schools				
	Total	Central cities	Other metropolitan	Non-metropolitan	Private schools	Total	Central cities	Other metropolitan	Non-metropolitan	Private schools
1970	0.3	0.8	0.3	0.5	0.5	—	—	—	—	—
1971	0.3	0.8	0.3	0.5	0.5	—	—	—	—	—
1972	0.3	0.7	0.3	0.5	0.5	0.2	0.6	0.3	0.4	0.6
1973	0.3	0.7	0.3	0.5	0.6	0.2	0.6	0.3	0.4	0.6
1974	0.3	0.7	0.3	0.5	0.5	0.3	0.6	0.3	0.4	0.8
1975	0.3	0.7	0.3	0.5	0.5	0.3	0.6	0.3	0.4	0.7
1976	0.3	0.8	0.4	0.5	0.6	0.3	0.6	0.4	0.4	0.7
1977	0.3	0.8	0.3	0.5	0.6	0.3	0.6	0.4	0.3	0.8
1978	0.3	0.8	0.4	0.5	0.6	0.3	0.7	0.4	0.3	0.7
1979	0.3	0.8	0.4	0.5	0.7	0.3	0.7	0.4	0.4	0.7
1980	—	—	—	—	—	—	—	—	—	—
1981	0.3	0.8	0.4	0.5	0.6	0.3	0.8	0.4	0.4	0.8
1982	0.3	0.9	0.4	0.6	0.7	0.3	0.8	0.4	0.5	0.9
1983	0.3	0.9	0.4	0.6	0.7	0.3	0.8	0.5	0.5	0.8
1984	0.3	—	—	—	0.7	0.3	—	—	—	0.8
1985	0.3	0.9	0.4	0.6	0.6	0.4	1.0	0.5	0.5	0.9
1986	0.3	0.8	0.4	0.6	0.7	0.4	0.9	0.5	0.6	0.9
1987	0.3	0.8	0.4	0.6	0.7	0.4	0.9	0.5	0.6	1.0
1988	0.4	0.9	0.4	0.6	0.9	0.4	1.0	0.6	0.7	1.1
1989	0.4	0.9	0.4	0.6	0.9	0.4	1.1	0.6	0.7	1.1
1990	0.4	0.8	0.4	0.6	0.8	0.4	0.9	0.6	0.6	1.0
1991	0.4	0.8	0.4	0.6	0.8	0.4	0.9	0.5	0.6	1.0
1992	0.3	0.8	0.4	0.5	0.8	0.4	0.9	0.6	0.6	1.0
1993	0.3	0.8	0.4	0.5	0.9	0.4	0.9	0.5	0.6	1.0

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, "School Enrollment ...," various years and October Current Population Surveys.

Table S41 Standard errors for the text table in *Indicator 41*

School characteristics	Bilingual education	English as a second language	Remedial reading	Remedial math	Programs for the hand-capped	Programs for the gifted and talented	Diagnostic and prescriptive services	Extended Day	Medical health care services
Public schools									
All fourth-grade students	1.2	1.0	0.8	1.1	0.6	1.1	1.1	1.1	1.2
Central city	2.1	1.6	1.6	2.0	1.2	1.8	1.8	2.1	2.0
Urban fringe/large town	2.2	2.1	2.1	2.2	1.5	1.8	1.5	2.2	2.3
Rural/small town	1.9	1.8	1.0	1.6	0.7	1.5	1.7	1.6	1.6
Percent of students receiving free or reduced-price lunch									
0-5	2.6	4.7	4.5	4.5	2.4	2.9	2.5	4.0	4.9
6-20	1.0	2.6	2.4	2.3	1.6	1.9	2.2	2.5	2.8
21-40	2.0	2.6	1.6	2.3	1.2	2.0	1.9	2.4	2.6
41-100	2.2	1.8	1.1	2.0	1.1	1.5	1.8	1.8	2.4
Private schools									
All fourth-grade students	0.5	1.0	1.1	1.1	1.1	0.8	1.3	1.2	0.9
Central city	0.8	1.6	1.6	1.6	1.7	1.7	1.7	1.8	1.5
Urban fringe/large town	0.9	1.3	2.5	2.3	1.7	1.6	2.4	2.1	1.8
Rural/small town	0.7	1.2	2.7	2.6	2.6	1.8	2.5	2.1	2.5
Percent of students receiving free or reduced-price lunch									
0-5	1.1	2.6	2.8	3.6	3.4	3.0	2.6	3.1	2.9
6-20	0.8	1.9	2.4	2.4	2.7	2.8	3.2	3.8	3.8
21-40	1.6	2.4	4.3	5.0	5.8	5.2	4.4	6.2	4.9
41-100	3.1	5.1	4.0	5.1	4.1	4.0	5.8	5.2	5.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

Table S43 Standard errors for the text table in *Indicator 43*

Characteristic	Extracurricular activity									
	Any activity	Varsity sports	Intramural sports	School music group	School play or musical	Year-book or newspaper	Academic clubs	Student government	School service clubs	School vocational clubs
Total	0.6	0.7	0.6	0.5	0.5	0.6	0.6	0.5	0.5	0.6
Sex										
Male	0.8	1.0	0.9	0.6	0.7	0.8	0.8	0.6	0.5	0.7
Female	0.7	0.9	0.7	0.8	0.6	0.8	0.8	0.7	0.7	0.8
Race/ethnicity										
White	0.6	0.8	0.7	0.6	0.6	0.7	0.7	0.5	0.6	0.7
Black	2.4	2.5	2.0	1.5	1.6	1.5	1.6	2.1	1.3	1.7
Hispanic	1.4	1.8	1.6	1.4	1.1	1.5	1.5	1.7	1.4	1.4
Asian/Pacific Islander	1.9	2.3	2.3	1.7	1.5	1.6	2.3	1.5	1.9	1.3
American Indian/Alaskan Native	3.0	5.1	4.1	4.6	5.5	4.0	6.0	4.8	3.4	4.3
SES quartile										
Lowest	1.2	1.4	1.2	1.0	0.8	1.0	1.0	0.8	0.7	1.3
Middle	0.8	0.9	0.8	0.7	0.6	0.7	0.8	0.7	0.6	0.8
Highest	0.9	1.4	1.2	1.0	1.0	1.2	1.1	0.9	1.1	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up, Student Survey, 1992.

Table S44 Standard errors for the text table in *Indicator 44*

Reason school personnel contacted parents	Percent receiving free or reduced-price lunch					Control of school		
	Total	0-5 percent	6-20 percent	21-40 percent	41 percent and over	Public	Catholic	Other private
Discuss:								
Student's academic performance	0.7	1.7	1.3	1.6	2.0	0.8	2.7	3.9
Student's academic program	0.7	1.6	1.2	1.5	1.7	0.7	3.0	4.1
Student's post-high school plans	0.8	1.6	1.0	1.2	1.6	0.7	3.2	3.7
Student's attendance	0.7	2.1	1.4	1.5	1.9	0.8	1.8	4.3
Student's behavior	0.6	1.5	1.0	1.3	1.6	0.6	1.7	2.7
Request parent volunteer time at school	0.8	1.9	1.4	1.5	1.9	0.8	2.4	2.4
Inform parents how to help student with school work	0.6	1.4	1.0	1.1	1.4	0.6	2.6	4.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up, Parent Survey, 1992.

Table S45(a) Standard errors for the first text table in *Indicator 45*

Urbanicity	Control of school	Total		Public school level				Public high school % of students eligible for free or reduced-price lunch			
		Public	Private	Elementary	Middle	High	Combined el/sec	0-5	6-20	21-40	41-100
Total	0.07	0.06	0.23	0.08	0.17	0.22	0.35	0.36	0.19	0.25	0.51
Central city	0.16	0.15	0.27	0.17	0.44	0.55	1.12	1.89	0.63	0.95	1.33
Urban fringe/large town	0.13	0.14	0.34	0.18	0.35	0.28	1.05	0.61	0.50	0.65	1.10
Rural/small town	0.10	0.09	0.47	0.11	0.19	0.31	0.35	0.25	0.16	0.27	0.47

Table S45(b) Standard errors for the second text table in *Indicator 45*

Urbanicity	Control of school	Total		Public school level				Public high school % of students eligible for free or reduced-price lunch			
		Public	Private	Elementary	Middle	High	Combined el/sec	0-5	6-20	21-40	41-100
Absenteeism											
Total	0.27	0.29	0.25	0.29	0.80	0.86	1.15	1.31	1.26	1.74	1.87
Central city	0.65	0.76	0.36	0.90	1.74	1.92	3.96	5.92	2.89	3.33	3.64
Urban fringe/large town	0.52	0.59	0.37	0.52	1.27	1.49	3.35	1.73	2.40	4.39	6.27
Rural/small town	0.35	0.36	0.61	0.34	1.08	0.82	0.87	1.79	1.29	1.91	1.69
Tardiness											
Total	0.22	0.23	0.26	0.34	0.75	0.56	1.29	0.96	1.02	1.54	1.90
Central city	0.59	0.69	0.40	0.84	1.54	1.46	3.91	4.36	2.63	2.50	3.49
Urban fringe/large town	0.40	0.44	0.52	0.58	1.14	1.01	3.53	1.48	1.52	2.87	4.98
Rural/small town	0.26	0.26	0.75	0.31	0.79	0.51	1.02	1.16	0.84	1.64	1.30

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher and School Questionnaires).

Table S46 Standard errors for the text table in *Indicator 46*

Background characteristics in 1988	Number of school changes after entering first grade and before the middle of eighth grade		Number of school changes between the middle of eighth grade and spring 1992	
	Less than 2	2 or more	Less than 2	2 or more
Total	0.79	0.79	0.58	0.58
Race/ethnicity				
White	0.88	0.88	0.59	0.59
Black	2.61	2.61	2.60	2.60
Hispanic	2.01	2.01	1.48	1.48
Asian/Pacific Islander	2.83	2.83	1.64	1.64
American Indian/Alaskan Native	5.13	5.13	5.93	5.93
Family composition				
Mother and father	0.75	0.75	0.48	0.48
Mother only	1.51	1.51	1.66	1.66
Mother and other male	2.43	2.43	1.76	1.76
Father only/Other	3.95	3.95	4.62	4.62
Father and other female	4.88	4.88	3.65	3.65
Annual family income				
Under \$10,000	2.37	2.37	2.04	2.04
\$10,000–19,999	1.71	1.71	1.35	1.35
\$20,000–34,999	1.27	1.27	1.02	1.02
\$35,000–49,999	1.54	1.54	0.88	0.88
\$50,000 or more	1.51	1.51	1.58	1.58

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988) and Second Follow-up (1992) Surveys.

Table S47 Standard errors for the text table in *Indicator 47*

Year	Had something stolen		Property deliberately damaged		Injured with a weapon		Threatened with a weapon		Injured without a weapon		Threatened without a weapon	
	White	Black	White	Black	White	Black	White	Black	White	Black	White	Black
1976	1.2	3.3	1.1	3.3	0.6	2.2	0.8	2.6	0.9	2.6	1.0	2.9
1977	1.2	2.9	1.1	2.5	0.6	1.9	0.8	2.5	0.8	1.9	1.0	2.5
1978	1.1	2.9	1.1	2.5	0.4	1.4	0.7	2.2	0.7	2.2	0.9	2.4
1979	1.2	3.3	1.0	2.9	0.5	2.2	0.8	2.6	0.8	2.2	1.0	2.9
1980	1.2	2.9	1.2	2.5	0.5	1.9	0.8	2.5	0.8	2.2	1.0	2.5
1981	1.2	2.6	1.1	2.6	0.5	2.0	0.9	2.3	0.9	2.3	0.9	2.4
1982	1.1	2.9	1.1	3.1	0.5	1.4	0.9	2.2	0.9	1.9	0.9	2.5
1983	1.2	2.9	1.1	2.9	0.6	1.4	0.8	2.2	0.9	2.2	0.9	2.5
1984	1.2	2.9	1.0	2.9	0.5	1.4	0.8	2.2	0.8	2.2	1.0	2.5
1985	1.2	2.9	1.2	2.9	0.6	1.9	0.8	2.5	0.9	2.5	1.0	2.9
1986	1.3	3.3	1.2	2.9	0.6	1.6	0.9	2.6	0.9	2.6	1.1	2.9
1987	1.3	3.3	1.2	3.1	0.6	1.6	0.9	2.7	0.9	2.6	1.1	2.9
1988	1.3	3.1	1.2	2.9	0.6	1.9	0.9	2.5	0.9	2.2	1.0	2.9
1989	1.3	3.6	1.3	3.3	0.6	2.2	0.8	2.9	1.0	2.9	1.1	2.9
1990	1.4	3.6	1.3	3.3	0.6	2.2	0.8	2.9	1.0	2.2	1.1	2.9
1991	1.4	3.6	1.3	2.9	0.6	2.2	1.0	2.9	1.0	2.6	1.3	3.3
1992	1.4	3.6	1.4	3.3	0.7	1.6	0.9	2.9	1.1	2.6	1.4	2.9
1993	1.6	3.6	1.4	3.3	0.7	1.6	1.1	2.9	0.9	2.2	1.3	2.9

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

Table S48(a) Standard errors for the first text table in *Indicator 48*

Type of drug	1975	1978	1981	1984	1987	1990	1993	1994
Alcohol	0.9	0.7	0.8	0.8	0.8	1.0	1.0	—
Marijuana	1.2	0.9	1.0	1.0	0.9	0.9	0.9	0.9
Any illicit drug other than marijuana	0.8	0.7	0.7	0.7	0.6	0.6	0.5	0.6
Stimulants	0.5	0.5	0.7	0.6	0.5	0.5	0.5	0.5
Inhalents	—	0.3	0.3	0.3	0.3	0.3	0.3	0.5
LSD	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Cocaine	0.4	0.5	0.5	0.5	0.5	0.3	0.3	0.3
Sedatives	0.5	0.5	0.5	0.3	0.3	0.3	0.3	0.3
Tranquillizers	0.5	0.5	0.5	0.3	0.3	0.3	0.3	0.3

— Not available.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table S48(b) Standard errors for the second text table in *Indicator 48*

Control of school	8th-graders in 1988			10th-graders in 1990			12th-graders in 1992		
	Ever	Once or twice	More than twice	Ever	Once or twice	More than twice	Ever	Once or twice	More than twice
All students	0.3	0.2	0.1	0.6	0.4	0.3	0.5	0.3	0.3
Public	0.3	0.2	0.2	0.6	0.5	0.3	0.5	0.3	0.4
Catholic	0.4	0.4	0.2	1.9	1.7	0.8	1.7	1.3	1.0
Private, other religious affiliation	0.5	0.4	0.3	1.1	0.5	1.1	1.1	1.0	0.3
Private, no religious affiliation	0.7	0.6	0.5	1.6	1.1	1.2	2.5	0.9	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988), First Follow-up (1990), and Second Follow-up (1992) Student Surveys.

Table S50 Standard errors for the text table in *Indicator 50*

Faculty rank	Fall 1987 ¹					Fall 1992				
	Type of institution and course division					Type of institution and course division				
	Total	Research	Doctoral	Comprehensive	Liberal arts	Total	Research	Doctoral	Comprehensive	Liberal arts
Undergraduate, lower division courses						Undergraduate, lower division courses				
Full professor	2.3	6.5	5.2	2.6	4.5	1.4	5.1	2.6	1.6	2.4
Associate professor	2.7	8.1	4.9	2.2	3.0	1.4	4.6	2.2	1.2	2.3
Assistant professor	1.6	3.4	3.0	2.0	5.5	1.1	2.0	2.8	1.5	2.7
Instructor	1.3	1.2	3.5	2.0	2.8	1.3	3.3	2.5	1.9	2.4
Lecturer	1.4	3.8	1.5	2.0	1.8	1.0	3.6	1.7	0.9	1.4
Other	0.5	0.5	0.8	0.7	2.9	0.6	0.1	0.4	0.4	4.0
Undergraduate, upper division courses						Undergraduate, upper division courses				
Full professor	2.9	6.9	5.5	3.7	7.0	5.6	10.6	9.1	8.6	5.2
Associate professor	2.8	7.5	4.8	3.6	8.1	3.2	8.9	4.9	3.7	5.3
Assistant professor	4.7	6.3	9.6	5.3	16.2	7.7	4.4	11.3	11.6	4.1
Instructor	1.6	0.8	4.9	2.3	2.0	1.3	2.1	4.2	1.6	3.1
Lecturer	1.0	2.5	3.7	1.3	20.0	1.4	3.4	0.3	2.1	0.4
Other	0.3	20.0	20.0	0.3	1.9	1.2	0.1	1.8	0.4	9.0
Graduate courses						Graduate courses				
Full professor	10.3	6.7	17.0	14.2	(3)	11.3	12.9	13.4	11.9	(3)
Associate professor	7.9	12.9	17.1	9.3	(3)	7.7	3.2	7.3	12.0	(3)
Assistant professor	6.6	11.8	12.6	8.7	(3)	7.4	2.7	19.0	9.1	(3)
Instructor	10.6	20.0	0.9	14.8	(3)	0.7	0.1	3.8	0.6	(3)
Lecturer	20.0	0.1	20.0	0.1	(3)	2.8	9.7	0.2	1.1	(3)
Other	20.0	0.1	20.0	20.0	(3)	0.1	20.0	20.0	20.0	(3)

¹ Revised from previously published figures.² Standard error is less than 0.05 and is rounded to 0.0³ Too few sample observations for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1988 and 1993.

Table S51 Standard errors for text table in *Indicator 51*

October	All students			White			Black			Hispanic		
	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours
1970	0.9	0.7	0.4	1.0	0.7	0.4	3.4	2.3	1.1	—	—	—
1971	0.9	0.7	0.4	1.0	0.7	0.4	2.8	1.8	1.2	—	—	—
1972	0.9	0.7	0.3	1.0	0.7	0.4	3.1	2.5	1.8	7.8	6.4	2.5
1973	0.9	0.7	0.4	1.0	0.8	0.4	3.5	2.7	1.8	7.0	5.0	2.6
1974	0.9	0.7	0.4	1.0	0.8	0.4	3.2	2.5	1.6	6.3	4.8	3.3
1975	0.9	0.7	0.4	1.0	0.7	0.4	2.9	2.3	1.5	6.1	4.8	2.6
1976	0.9	0.7	0.4	1.0	0.8	0.4	2.7	2.1	1.3	5.9	4.4	2.1
1977	0.9	0.7	0.4	1.0	0.8	0.4	2.7	2.1	1.5	6.4	5.4	2.7
1978	0.9	0.7	0.4	1.0	0.8	0.4	2.8	2.1	1.4	7.2	6.4	3.8
1979	0.9	0.7	0.4	1.0	0.8	0.4	2.9	2.3	1.5	6.0	5.0	2.8
1980	0.9	0.7	0.4	1.0	0.8	0.4	2.9	2.2	1.5	6.2	5.6	2.6
1981	0.9	0.7	0.4	1.0	0.8	0.4	2.8	2.1	1.3	5.7	4.8	2.8
1982	0.9	0.7	0.3	1.0	0.8	0.4	3.1	2.3	1.4	6.3	4.7	1.7
1983	0.9	0.7	0.4	1.0	0.8	0.4	3.1	2.6	1.0	6.1	5.2	3.0
1984	0.9	0.8	0.4	1.0	0.9	0.4	3.0	2.4	1.2	5.9	4.9	2.5
1985	0.9	0.8	0.4	1.0	0.9	0.4	3.1	2.6	1.6	6.5	5.6	2.4
1986	0.9	0.8	0.4	1.1	0.9	0.5	2.9	2.4	1.3	6.3	5.3	1.8
1987	0.9	0.8	0.4	1.1	0.9	0.4	3.2	2.5	1.4	6.4	5.9	3.4
1988	1.0	0.9	0.4	1.1	1.0	0.5	3.5	2.9	1.3	7.2	6.7	3.7
1989	1.0	0.9	0.5	1.1	1.0	0.5	3.2	2.8	1.4	7.3	6.9	3.5
1990	1.0	0.8	0.4	1.1	0.9	0.5	3.2	2.6	1.1	6.6	6.0	3.3
1991	0.9	0.8	0.4	1.1	0.9	0.5	3.2	2.7	1.3	6.0	5.6	2.5
1992	0.9	0.8	0.4	1.1	0.9	0.5	3.1	2.7	1.4	5.8	5.3	2.5
1993	1.0	0.8	0.4	1.1	1.0	0.5	3.1	2.6	1.3	5.6	4.8	2.7

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S58 Standard errors for text table in *Indicator 58*

Occupation	Average prose literacy scores	Average annual earnings in 1991	Average weekly wage last week	Average weeks worked in 1991	Average age	Percentage with graduate degrees	Percentage female
All bachelor's degree recipients	1.1	\$881	25	0.3	0.2	1.0	1.0
Scientists	5.2	1,855	42	1.0	0.7	4.3	2.8
Lawyers and judges	6.8	7,139	555	1.2	1.0	3.6	5.6
Accountants and auditors	4.5	2,879	64	0.6	1.2	5.9	5.2
Private sector executives and managers	2.9	2,481	46	0.3	0.5	2.7	2.9
Postsecondary teachers	7.2	8,190	153	1.2	1.3	3.9	5.6
Engineers	6.1	2,386	45	0.7	1.5	4.6	1.7
Physicians	10.2	14,685	325	1.3	2.2	0.0	6.0
Teachers	2.8	1,126	20	0.8	0.6	2.9	2.8
Writers and artists	7.6	3,266	73	2.1	1.2	7.5	8.0
Social workers	6.7	2,208	44	1.0	1.6	8.1	6.8
Sales representatives	4.9	2,323	79	1.1	1.1	2.9	3.7
Education administrators	8.6	4,995	103	0.9	1.6	5.0	9.2
Registered nurses	5.1	2,414	51	1.2	1.8	4.6	5.1
Sales supervisors and proprietors	6.2	4,694	109	0.6	1.6	5.5	5.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Table S59 Standard errors for the text table in *Indicator 59*

Assignment field	Certified in main assignment field		Certified in other assignment field		Major or minored in main assignment field		Graduate degree in any field	
	1987-88	1990-91	1987-88	1990-91	1987-88	1990-91	1987-88	1990-91
All teachers	0.2	0.2	1.1	1.0	0.4	0.5	0.4	0.6
English and humanities	0.4	0.5	2.0	2.2	0.7	0.6	0.8	1.1
English	0.5	0.5	2.8	3.2	0.9	1.0	1.2	1.2
Arts and foreign languages	0.6	0.8	3.2	3.6	0.8	0.8	1.4	1.6
Social science	0.5	0.6	4.0	4.1	0.8	0.8	1.2	1.4
Mathematics and science	0.5	0.4	1.6	1.7	0.8	1.0	0.7	0.8
Mathematics	0.7	0.8	2.9	4.0	1.0	1.4	1.2	1.2
Science	0.6	0.6	1.6	1.9	1.2	1.5	1.0	1.2
Education specialties	0.4	0.3	2.0	1.9	0.5	0.8	0.6	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1990-91 (Teacher Questionnaire).

Table S60 Standard errors for the text table in *Indicator 60*

Teaching status, destination, and reason for leaving	Public				Private			
	Full-time teachers				Full-time teachers			
	Total	Total	Elementary	Secondary	Total	Total	Elementary	Secondary
Teaching status in 1991-92 compared to 1990-91								
Teaching at same school	0.5	0.5	0.6	0.9	0.9	1.1	1.2	2.0
Moved to another school	0.3	0.3	0.4	0.6	0.5	0.6	0.8	0.9
Left teaching	0.4	0.4	0.5	0.6	0.8	0.8	1.1	1.4
Destination of leavers								
Working in education	2.1	2.2	2.8	4.3	1.5	2.1	4.1	3.1
Working outside education	2.0	2.2	1.9	5.3	3.7	4.1	6.3	7.2
Attending college	1.6	1.7	2.7	1.9	2.2	3.2	2.4	3.8
Homemaking/childrearing	3.2	3.6	4.9	4.1	2.1	2.6	4.1	4.2
Retired	2.6	2.7	3.9	3.7	1.9	2.0	3.2	8.2
Other	2.2	2.4	2.8	3.4	3.0	3.0	4.8	8.6
Reason for leaving								
Retirement	2.6	2.8	3.8	0.7	1.8	2.2	3.7	7.9
Family or personal move	2.5	2.8	4.0	3.7	2.1	2.5	3.7	10.2
To pursue another career	1.6	1.3	1.4	1.7	2.5	3.1	4.6	5.5
Pregnancy/child rearing	2.3	2.6	4.3	1.9	1.9	2.3	2.7	3.9
Dissatisfied with teaching as a career	2.0	2.2	2.3	5.2	1.4	1.9	2.9	4.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 and Teacher Followup Survey, 1991-92.

Sources of Data

General Information

The information presented in this report was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods including surveys of a universe (such as all school districts) or of a sample, compilations of administrative records, and statistical projections. Users of *The Condition of Education* should take particular care when comparing data from different sources. Differences in procedures, timing, phrasing of questions, interviewer training, and so forth mean that the results are not strictly comparable. Following the general discussion of data accuracy below, descriptions of the information sources and data collection methods are presented, grouped by sponsoring organization. More extensive documentation of procedures used in one survey as compared to another does not imply more problems with the data, only that more information is available.

Unless otherwise noted, all comparisons cited in the text were tested for significance using *t*-tests and are significant at the .05 level. However, when multiple comparisons are cited, a Bonferroni adjustment to the significance level was made. When other tests were used, they are described in a note on the indicator page or in the supplemental note for the indicator.

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample. The sample estimate and an

estimate of its standard error permit the construction of interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected, each of these surveyed under essentially the same conditions, and an estimate and its standard error were calculated from each sample, then approximately 90 percent of the intervals from 1.6 standard errors below the estimate to 1.6 standard errors above the estimate would include the average value from all possible samples; 95 percent of the intervals from two standard errors below the estimate to two standard errors above the estimate would include the average value of all possible samples; and 99 percent of all intervals from 2.5 standard errors below the estimate to 2.5 standard errors above the estimate would include the average value of all possible samples. These intervals are called 90 percent, 95 percent, and 99 percent confidence intervals, respectively.

To illustrate this further, consider the text table for *Indicator 1* and the standard error table S1 for estimates of standard errors from Census Current Population Surveys. For the 1992 estimate of the percentage of 3-year-olds enrolled in school (27.7 percent), table S1 shows a standard error of 1.2. Therefore, we can construct a 95 percent confidence interval from 25.3 to 30.1 ($27.7 \pm 2 \times 1.2$). If this procedure were followed for every possible sample, about 95 percent of the intervals would include the average for all possible samples.

Standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two sample estimates is approximately equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between sample estimate "a" and sample estimate "b" (if "a" and "b" are approximately independent) is:

$$se_{a-b} = \sqrt{se_a^2 + se_b^2}$$

It should be noted that most of the standard errors presented in the indicators and in the original documents are approximations. That is,

to derive estimates of standard errors that would be applicable to a wide variety of items and that could be prepared at a moderate cost, a number of approximations were required. As a result, most of the standard errors presented provide a general order of magnitude rather than the exact standard error for any specific item.

The preceding discussion on sampling variability was directed toward a situation concerning one or two estimates. Determining the accuracy of statistical projections is more difficult. In general, the further away the projection date is from the date of the actual data being used for the projection, the greater the possible error in the projection. If, for instance, annual data from 1977 to 1990 are being used to project enrollment in elementary and secondary education, the further beyond 1990 one projects, the more variability in the projection. One will be less sure of the 1996 enrollment projection than of the 1991 projection. A detailed discussion of the projections methodology is contained in *Projections of Education Statistics to 2004* (National Center for Education Statistics, 1993).

Both universe and sample surveys are subject to nonsampling errors. Nonsampling errors can arise in various ways: from respondents or interviewers interpreting questions differently, from respondents estimating the values that they provide, from partial to total nonresponse, from imputation or reweighting to adjust for nonresponse, from inability or unwillingness on the part of respondents to provide correct information, from recording and keying errors, or from overcoverage or undercoverage of the target universe.

Sampling and nonsampling error combine to yield total survey error. Since estimating the magnitude of nonsampling errors would require special experiments or access to independent data, these magnitudes are seldom available. In almost all situations, the sampling error represents an underestimate of the total survey error, and thus an overestimate of the precision of the survey estimates.

To compensate for suspected nonrandom errors, adjustments of the sample estimates are often made. For example, adjustments are frequently made for nonresponse, both total and partial. An adjustment made for either type of nonresponse

is often referred to as an imputation—substitution of the "average" questionnaire response for the nonresponse. Imputations are usually made separately within various groups of sample members, which have similar survey characteristics. Imputation for item nonresponse is usually made by substituting for a missing item the response to that item of a respondent having characteristics that are similar to those of the nonrespondent.

In editions prior to 1992 of *The Condition of Education*, when reporting race-specific data from the Current Population Survey, Hispanics were usually included among whites and blacks (i.e., "Hispanics may be of any race."). Beginning with the 1992 edition, racial/ethnic data from the Current Population Survey excludes Hispanics from whites and blacks (e.g., whites are non-Hispanic whites and blacks are non-Hispanic blacks).

Unless otherwise noted, all dollar values in this volume are expressed in constant 1993 dollars. The Consumer Price Index (CPI) is used to convert current dollars for earlier years to 1993 dollars. The CPI index for 1993 is 144.7.

How to obtain standard errors for the supplemental tables

To obtain estimates of standard errors for the statistics in the supplemental tables write to:

Editor, *The Condition of Education*, 1994
(Standard Errors Request)
National Center for Education Statistics
555 New Jersey Avenue NW, Room 517
Washington, DC 20208-5650

Please specify WK1 or ASCII format on 3.5 or 5.25 inch disks.

1. Federal Agency Sources

National Center for Education Statistics

U.S. Department of Education

Adult Literacy in America

The National Adult Literacy Survey was created as a new measure of literacy and funded by the Department of Education and by 12 states. It is the third and largest assessment of adult literacy funded by the federal government. The aim of the survey is to profile the English literacy of adults in the United States based on their performance across a wide array of tasks that reflect the types of materials and demands they encounter in their daily lives.

To gather the information on adults' literacy skills, trained staff interviewed nearly 13,600 individuals age 16 and older during the first 8 months of 1992. These participants had been randomly selected to represent the adult population in the country as a whole. Black and Hispanic households were oversampled to ensure reliable estimates of literacy proficiencies and to permit analyses of the performance of these smaller subgroups. In addition, some 1,100 inmates from 80 federal and state prisons were interviewed to gather information on the proficiencies of the prison population. In total, over 26,000 adults were surveyed.

Each survey participant was asked to spend approximately an hour responding to a series of diverse literacy tasks as well as questions about his or her demographic characteristics, educational background, reading practices, and other areas related to literacy. Proficiency estimates for these scales were based on responses to the assessment tasks and reflect varying degrees of skill in prose, document, and quantitative literacy.

Questions concerning the National Adult Literacy Survey can be directed to:

Andrew Kolstad
Education Assessment Division
National Center for Education Statistics
555 New Jersey Avenue NW
Washington, DC 20208-5653

Beginning Postsecondary Student Longitudinal Study

The Beginning Postsecondary Student Longitudinal Study (BPS) provides information concerning persistence, progress, and attainment from initial time of entry into postsecondary education through leaving school and entering the workforce. BPS includes traditional and nontraditional (e.g., older) students and is representative of all beginning students in postsecondary education. BPS follows first-time, beginning students for at least 6 years at 2-year intervals, collecting student data, postsecondary transcripts, and financial aid reports. By starting with a cohort that has already entered postsecondary education, and following it for 6 years, BPS will be able to determine to what extent, if any, students who start postsecondary education later differ in their progress, persistence, and attainment.

Common Core of Data

The National Center for Education Statistics (NCES) uses the Common Core of Data (CCD) survey to acquire and maintain statistical data on the 50 states, the District of Columbia, and five outlying areas from the universe of state-level education agencies. Information about staff and students is collected annually at the school, LEA (local education agency or school district), and state levels. Information about revenues and expenditures is also collected at the state level, and NCES joins the Bureau of Census in collecting school district finance data. Data are collected for a particular school year (October 1 through September 30) via survey instruments sent to the states by October 15 of the subsequent school year. States have one year in which to modify the data originally submitted.

Since the CCD is a universe survey, the CCD information presented in this edition of *The Condition of Education* is not subject to sampling error. However, nonsampling error could come from two sources—nonreturn and inaccurate reporting. Almost all of the states submit all CCD survey instruments each year, but there are many delays in submitting data and the submissions are sometimes incomplete.

Understandably, when 56 education agencies compile and submit data for over 85,000 public schools and approximately 15,000 local school

districts, misreporting can occur. Typically, this results from varying interpretation of NCES definitions and differing recordkeeping systems. NCES attempts to minimize these errors by working closely with the state education agency representatives in the National Forum on Education Statistics and its state CCD coordinators.

The state education agencies report data to NCES from data collected and edited in the states' regular reporting cycles. NCES encourages the agencies to incorporate into their own survey systems the NCES items they do not already collect so that those items will also be available for the subsequent CCD survey. Over time this has meant fewer missing data cells in each state's response, reducing the need to impute data.

NCES subjects data from the education agencies to a comprehensive edit. Where data are determined to be inconsistent, missing, or out of range, NCES contacts the education agencies for verification. NCES-prepared state summary forms are returned to the state education agencies for verification. States are also given an opportunity to revise their state-level aggregates from the previous survey cycle.

Questions concerning the Common Core of Data can be directed to:

John Sietsema
Elementary and Secondary Education
Statistics Division
National Center for Education Statistics
555 New Jersey Avenue NW
Washington, DC 20208-5651

Federal Support for Education

NCES prepares an annual compilation of Federal Funds for Education. Data for U.S. Department of Education program totals come from the *Budget of the U.S. Government*. Budget offices of other federal agencies provide information for all other federal program support except for research funds, which are obligations reported by the National Science Foundation in *Federal Funds for Research and Development*, fiscal years 1965 to 1992. Some data are estimated, based on reports from the federal agencies contacted and the *Budget of the U.S. Government*.

Except for money spent on research, outlays were used to report program funds to the extent

possible. Some tables are obligations as noted in the title of the table. Some federal program funds not commonly recognized as education assistance are also included in the totals reported. For example, portions of federal funds paid to some states and counties as shared revenues resulting from the sale of timber and minerals from public lands have been estimated as funds used for education purposes. Parts of the funds received by states (in 1980) and localities under the General Revenue Sharing Program are also included, as are portions of federal funds received by the District of Columbia. The share of these funds allocated to education was assumed equal to the share of general funds expended for elementary and secondary education by states and localities in the same year as reported by the U.S. Bureau of the Census in its annual publication, *Governmental Finances*.

All state intergovernmental expenditures for education were assumed earmarked for elementary/secondary education. Contributions of parent governments of dependent school systems to their public schools amounted to approximately 9 percent of local government revenues and local government revenue sharing in each year. Therefore, 9 percent of local government revenue-sharing funds were assumed allocated each fiscal year to elementary and secondary education. Parent government contributions to public school systems were obtained from the U.S. Bureau of the Census, *Finances of Public School Systems*.

The amount of state revenue-sharing funds allocated for postsecondary education in 1980 was assumed to be 13 percent, the proportion of direct state expenditures for institutions of higher education reported in *Governmental Finances* for that year.

The share of federal funds for the District of Columbia assigned to education was assumed equal to the share of the city's general fund expenditures for each level of education.

For the job training programs conducted by the Department of Labor, only estimated sums spent on classroom training have been reported as educational program support.

During the 1970s, the Office of Management and Budget (OMB) prepared annual reports on federal education program support. These were

published in *Budget of the U. S. Government [Special Analyses]*. The information presented in this report is not, however, a continuation of the OMB series. A number of differences in the two series should be noted. OMB required all federal agencies to report outlays for education-related programs using a standardized form, thereby assuring agency compliance in reporting. The scope of education programs reported here differs from that of OMB. Off-budget items such as the annual volume of guaranteed student loans were not included in OMB's reports. Finally, while some mention is made of an annual estimate of federal tax expenditures, OMB did not include them in its annual analysis of federal education support. Estimated federal tax expenditures for education are the difference between current federal tax receipts and what these receipts would be without existing education deductions to income allowed by federal tax provisions.

Recipients' data are estimated based on *Estimating Federal Funds for Education: A New Approach Applied to Fiscal Year 1980*, U.S. Department of Education, "Federal Support for Education, Fiscal Years 1980 to 1984," and *Catalog of Federal Domestic Assistance*. The recipients' data tend to undercount institutions of higher education (IHEs), students, and local education agencies (LEAs). This is because some of the federal programs have more than one recipient receiving funds. In these cases the recipients were put into a "mixed recipients" category, because there was no way to disaggregate the amount each recipient received.

Questions concerning "Federal Support for Education" can be directed to:

Charlene Hoffman
Data Development Division
National Center for Education Statistics
555 New Jersey Avenue NW
Washington, DC 20208-5650

High School and Beyond

High School and Beyond (HS&B) is a national longitudinal survey of 1980 high school sophomores and seniors. The base-year survey was a probability sample of 1,015 high schools with a target number of 36 sophomores and 36 seniors in each of the schools. A total of 58,270 students participated in the base-year survey.

Substitutions were made for noncooperating schools—but not for students—in those strata where it was possible. Overall, 1,122 schools were selected in the original sample and 811 of these schools participated in the survey. An additional 204 schools were drawn in a replacement sample. Student refusals and student absences resulted in an 82 percent completion rate for the survey.

Several small groups in the population were oversampled to allow for special study of certain types of schools and students. Students completed questionnaires and took a battery of cognitive tests. In addition, a sample of parents of sophomores and seniors (about 3,600 for each cohort) was surveyed.

HS&B first followup activities took place in the spring of 1982. The sample design of the first followup survey called for the selection of approximately 30,000 people who were sophomores in 1980. The completion rate for sophomores eligible for on-campus survey administration was about 96 percent. About 89 percent of the students who left school between the base year and first followup surveys (dropouts, transfer students, and early graduates) completed the first followup sophomore questionnaire.

In designing the senior cohort first followup survey, one of the goals was to reduce the size of the retained sample, while still keeping sufficient numbers of minorities to allow important policy analyses. A total of 11,227 (94 percent) of the 11,995 persons subsampled completed the questionnaire. Information was obtained about the respondents' school and employment experiences, family status, and attitudes and plans.

The sample for the second followup, which took place in spring 1984, consisted of about 12,000 members of the senior cohort and about 15,000 members of the sophomore cohort. The completion rates were 91 percent for the senior cohort and 92 percent for the sophomore cohort.

HS&B third followup data collection activities were performed in spring 1986. Both the sophomore and senior cohort samples for this round of data collection were the same as those used for the second followup survey. The completion rates for the sophomore and senior

cohort samples were 91 percent and 88 percent, respectively.

Further information on the High School and Beyond survey may be obtained from:

Aurora M. D'Amico
Postsecondary Education Statistics Division
National Center for Education Statistics
555 New Jersey Avenue NW
Washington, DC 20208-5652

High School Transcript Studies

As part of the first followup survey of High School and Beyond, transcripts were requested in fall 1982 for an 18,152-member subsample of the sophomore cohort. Of the 15,941 transcripts actually obtained, 1,969 were excluded because the students had dropped out of school before graduation, 799 were excluded because they were incomplete, and 1,057 were excluded because the students graduated before 1982 or the transcript indicated neither a dropout status nor graduation. Thus 12,116 transcripts were used for the overall curriculum analysis presented in this publication.

All courses in each transcript were assigned a six-digit code based on *A Classification of Secondary School Courses* (developed by Evaluation Technologies, under contract with NCES). Credits earned in each course were expressed in Carnegie units. (The Carnegie unit is a standard of measurement that represents 1 credit for the completion of a 1-year course. To receive credit for a course, the student must have received a passing grade—"pass," "D," or higher.) Students who transferred from public to private schools or from private to public schools between their sophomore and senior years were eliminated from public/private analyses.

Transcripts of 1987 high school graduates were compared with transcripts of 1982 graduates to describe changes in course taking across this 5-year period. The analyses were based on approximately 22,700 transcripts of 1987 graduates obtained as part of the 1987 High School Transcript Study and 12,000 transcripts of 1982 graduates who participated in the HS&B project. A brief description of each study is provided below.

The sample of schools for the 1987 High School Transcript Study (conducted by Westat, Inc. for

the U.S. Department of Education, NCES) consisted of a nationally representative sample of 471 eligible secondary schools selected for 1986 National Assessment of Educational Progress (NAEP) for grade 11/age 17 students, of which 433 schools participated.

The 1990 High School Transcript Study was conducted using methodology and techniques nearly identical to those used in the 1987 study. The sample of schools was a nationally representative sample of schools teaching grade 12 or having 17-year-old students, and the sample of students was a representative sample of seniors graduating from each school. Approximately three-fourths of the sample for the transcript study had participated in NAEP assessments in 1990.

These analyses focused on high school graduates, so only those students who had graduated from high school were included—from the 1990 study, the 1987 High School Transcript Study, and from High School and Beyond. Because the methods of identifying and defining handicapped students were different for the later studies, and in order to make the samples as comparable as possible, it was necessary to restrict the samples to those students whose records indicated they had not participated in a special education program.

Further information on this survey may be obtained from:

Patrica Dabbs
Education Assessment Division
National Center for Education Statistics
555 New Jersey Avenue NW
Washington, DC 20208-5653

Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) surveys all postsecondary institutions, including universities and colleges, as well as institutions offering technical and vocational education beyond the high school level. This survey, which began in 1986, replaces and supplements the Higher Education General Information Survey (HEGIS).

IPEDS consists of several integrated components that obtain information on where postsecondary education is available (institutions), who participates in it and completes it (students), what programs are offered and what programs

are completed, and what human and financial resources are involved in the provision of institutionally based postsecondary education. Specifically, these components include: institutional characteristics, including institutional activity; fall enrollment, including age and residence; fall enrollment in occupationally specific programs; completions; finance; staff; salaries of full-time instructional faculty; and academic libraries.

The higher education portion of this survey is a census of accredited 2- and 4-year colleges. From 1986–92, data from private less-than-2-year institutions (primarily vocational/technical institutions) were collected through a sample survey. Thus, some portions of all postsecondary institutional data will be subject to sampling and nonsampling errors, while that portion from accredited 2- and 4-year colleges will be subject only to nonsampling error. In 1993, IPEDS began to survey the universe of all postsecondary institutions eligible for Title IV student financial aid.

Prior to the establishment of IPEDS in 1986, HEGIS acquired and maintained statistical data on the characteristics and operations of institutions of higher education. Implemented in 1966, HEGIS was an annual universe survey of institutions listed in the latest NCES *Education Directory of Colleges and Universities*.

The trend tables presented in this report draw on IPEDS and HEGIS surveys, which solicited information concerning institutional characteristics, faculty salaries, finances, enrollment, and degrees. Since these surveys were distributed to all higher education institutions, the data presented were not subject to sampling error. However, they were subject to nonsampling error, the sources of which varied with the survey instrument. Information concerning the nonsampling error of the enrollment and degrees surveys draws extensively on the "HEGIS Post-Survey Validation Study" conducted in 1979.

Further information on IPEDS may be obtained from:

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Fall Enrollment. This survey has been part of the IPEDS or HEGIS series since 1966. The enrollment survey response rate was relatively high; the 1990 response rate was 87.2 percent. Major sources of nonsampling error for this survey were classification problems, the unavailability of needed data, interpretation of definitions, the survey due date, and operational errors. Of these, the classification of students appears to have been the main source of error. Institutions had problems in correctly classifying first-time freshmen, other first-time students, and unclassified students for both full-time and part-time categories. These problems occurred most often at 2-year institutions (private and public) and private 4-year institutions. In the 1977–78 HEGIS validation studies, the classification problem led to an estimated overcount of 11,000 full-time students and an undercount of 19,000 part-time students. Although the ratio of error to the grand total was quite small (less than 1 percent), the percentage of errors was as high as 5 percent for detailed student levels and even higher at certain aggregation levels.

Beginning with fall 1986, the survey system was redesigned with the introduction of IPEDS (see above). The new survey system comprises all postsecondary institutions, but also maintains comparability with earlier surveys by allowing HEGIS institutions to be tabulated separately. The new system also provides for preliminary and revised data releases. This allows the Center flexibility to release early data sets while still maintaining a more accurate final database.

Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty. This survey has been conducted for most years from 1966–67 to 1985–86, and in 1987–88 and 1989–90. Although the survey form was changed a number of times during those years, only comparable data are presented in this report. The data were collected from the individual colleges and universities.

Between 1966–67 and 1985–86 this survey differed from other HEGIS surveys in that imputations were not made for nonrespondents. Thus, there is some possibility that the salary averages presented in this report may differ from

the results of a complete enumeration of all colleges and universities. Beginning with the surveys for 1987–88, the IPEDS data tabulation procedures included imputations for survey nonrespondents. The response rate for the 1989–90 survey was 80.5 percent. The response rate for public colleges was substantially higher than the response rate for private colleges. Thus, it is probable that the public colleges' salary data are more accurate than the data for private colleges. Although data from these surveys are not subject to sampling error, sources of nonsampling error included computational errors and misclassification in reporting and processing. NCES checked individual colleges' data for internal and longitudinal consistency and contacted the colleges to check inconsistent data.

Completions. This survey was part of the HEGIS series throughout its existence. However, the degree classification taxonomy was revised in 1970–71 and 1982–83. Collection of degree data has been maintained through the IPEDS system.

Though information from survey years 1970–71 through 1981–82 is directly comparable, care must be taken if information before or after that period is included in any comparison. For example, degrees-conferred trend tables arranged by the 1982–83 classification were added to the *Digest of Education Statistics, 1992* to provide consistent data from 1970–71 to 1988–89.

However, data on associate's degrees and other formal awards below the baccalaureate, by field of study after 1982–83, are not comparable with figures for earlier years. The nonresponse rate did not appear to be a significant source of nonsampling error for this survey. The return rate over the years was high, with the response rate for the 1989–90 survey at 92.3 percent. Because of the high return rate, nonsampling error caused by imputation was also minimal.

The major sources of nonsampling error for this survey were differences between the NCES program taxonomy and taxonomies used by the colleges, classification of double majors and double degrees, operational problems, and survey timing. In the 1979 HEGIS validation study, these sources of nonsampling were found to contribute to an error rate of 0.3 percent overreporting of bachelor's degrees and 1.3 percent overreporting of master's degrees. The

differences, however, varied greatly among fields. Over 50 percent of the fields selected for the validation study had no errors identified. Categories of fields that had large differences were business and management, education, engineering, letters, and psychology. It was also shown that differences in proportion to the published figures were less than 1 percent for most of the selected fields that had some errors. Exceptions to these were: master's and Ph.D. programs in labor and industrial relations (20 percent and 8 percent); bachelor's and master's programs in art education (3 percent and 4 percent); bachelor's and Ph.D. programs in business and commerce, and in distributive education (5 percent and 9 percent); master's programs in philosophy (8 percent); and Ph.D. programs in psychology (11 percent).

Financial Statistics. This survey was part of the HEGIS series and has been continued under the IPEDS system. Changes were made in the financial survey instruments in fiscal years (FY) 1976, 1982, and 1987. The FY 76 survey instrument contained numerous revisions to earlier survey forms and made direct comparisons of line items very difficult. Beginning in FY 82, Pell Grant data were collected on federal restricted grants and contracts revenues and restricted scholarships and fellowships expenditures. The introduction of IPEDS in the FY 87 survey included several important changes to the survey instrument and data processing procedures. While these changes were significant, considerable effort has been made to present only comparable information on trends in this report and to note inconsistencies. Finance tables for this publication have been adjusted by subtracting the largely duplicative Pell Grant amounts from the later data to maintain comparability with pre-FY 82 data.

Possible sources of nonsampling error in the financial statistics include nonresponse, imputation, and misclassification. The response rate has been about 85–90 percent for most of the years reported. The response rate for the FY 1989 survey was 83.5 percent.

Two general methods of imputation were used in HEGIS. If the prior year's data were available for a nonresponding institution, these data were inflated using the Higher Education Price Index and adjusted according to changes in

enrollments. If no previous year's data were available, current data were used from peer institutions selected for location (state or region), control, level, and enrollment size of institution. In most cases estimates for nonreporting institutions in IPEDS were made using data from peer institutions.

Beginning with FY 87, the new survey system (IPEDS, see above) has comprised all postsecondary institutions, but has also maintained comparability with earlier surveys by allowing 2- and 4-year HEGIS institutions to be tabulated separately. The finance data tabulated for this publication reflect totals for the HEGIS or higher education institutions only. For FY 87 through FY 89, in order to maintain comparability with the historical time series of HEGIS institutions, data were combined from two of the three different survey forms that make up the IPEDS survey system. The vast majority of the data were tabulated from Form 1, which was used to collect information from public and private nonprofit 2- and 4-year colleges. Form 2, a condensed form, was used to gather data for the 2-year proprietary institutions. Because of the differences in the data requested on the two forms, several assumptions were made about the Form 2 reports so that their figures could be included in the institutions of postsecondary education totals.

In IPEDS, the Form 2 institutions were not asked to separate appropriations from grants and contracts, nor state from local sources of funding. For the Form 2 institutions, all the federal revenues were assumed to be federal grants and contracts and all of the state and local revenues were assumed to be restricted state grants and contracts. All other Form 2 sources of revenue, except for tuition and fees and sales and services of educational activities, were included under "other." Similar adjustments were made to the expenditures accounts. The Form 2 institutions reported instruction, scholarship, and fellowship expenditures only. All other educational and general expenditures were allocated to academic support.

To reduce reporting error, NCES used national standards for reporting financial statistics. These standards are contained in *College and University Business Administration: Administrative Services* (1974 edition), published by the National

Association of College and University Business Officers; *Audits of Colleges and Universities* (as amended August 31, 1974), by the American Institute of Certified Public Accountants; and *HEGIS Financial Reporting Guide* (1980), by NCES.

Wherever possible, definitions and formats in the survey form are consistent with those in these three accounting texts.

Fall Staff. The fall staff data presented in this publication were collected in cooperation with the U.S. Equal Employment Opportunity Commission (EEOC). In 1989, survey instruments were mailed to 6,669 in-scope postsecondary education institutions, including 2,576 4-year schools, 2,739 2-year schools, and 273 public less-than-2-year schools. The universe of 5,002 less-than-2-year private institutions were represented by a sample of 1,071 institutions.

EEOC collects staff data through the Higher Education Staff Information (EEO-6) report from all higher education institutions with 15 or more full-time employees. NCES, through the IPEDS system, collects data from all other postsecondary institutions, including higher education institutions with less than 15 full-time employees. NCES and EEOC collect staff data biennially in odd numbered years in institutions of postsecondary education. The IPEDS file combines data from the two surveys to create the IPEDS "Fall Staff" data tape. For example, the IPEDS "Fall Staff" questionnaires were mailed out in July 1989 by NCES; the respondents reported the number of employees in their institution as of October 1, 1989. The EEO-6 questionnaires were mailed out by EEOC between October and November 1989; the respondents reported the employment statistics in their institution that cover the payroll period closest to October 1 or the survey year.

The 3,589 institutions of higher education (in the 50 states and the District of Columbia) in operation in 1989 form a subset of the universe of postsecondary institutions in this report. These institutions are accredited at the college level by an agency recognized by the Secretary, U.S. Department of Education; these institutions previously were surveyed under HEGIS, which IPEDS supersedes.

The "Fall Staff" survey had an overall response rate of 77.4 percent. This response rate was

calculated as the ratio of the number of completed survey forms divided by the number of in-scope institutions. The response rate for higher education institutions was 89.6 percent.

Institutional Characteristics. This survey provided the basis for the universe of institutions presented in the *Education Directory, Colleges and Universities*. The universe comprised institutions that met certain accreditation criteria and offered at least a 1-year program of college-level studies leading toward a degree. All of these institutions were certified as eligible by the U.S. Department of Education's Division of Eligibility and Agency Evaluation. Each fall, institutions listed in the previous year's *Directory* were asked to update a computer printout of their information.

National Assessment of Educational Progress

The National Assessment of Educational Progress is a Congressionally mandated study funded by the Office of Educational Research and Improvement, U.S. Department of Education. The overall goal of the project is to determine the nation's progress in education. To accomplish this goal, a cross-sectional study was designed and initially implemented in 1969. Periodically, NAEP has gathered information about levels of educational achievement across the country. NAEP has surveyed the educational accomplishments of 9-, 13-, and 17-year-old students (and in recent years, grades 4, 8, and 12), and occasionally young adults, in 10 learning areas. Different learning areas were assessed annually and, as of 1980–81, biennially. Most areas have been periodically reassessed in order to measure possible changes in education achievement.

The reading, writing, mathematics, and science assessments presented in this publication were conducted by either the Education Commission of the States (1969–1983) or the Educational Testing Service (1983 to the present). NAEP in-school assessments were based on a deeply stratified three-stage sampling design to obtain a nationally representative sample by age and, beginning in 1983–84, by grade. The first stage of sampling entails defining and selecting primary sampling units (PSUs). For each grade level (4, 8, or 12), the second stage entails enumerating, stratifying, and randomly selecting schools, both public and private, within each PSU selected at

the first stage. The third stage involves randomly selecting students within a school for participation in NAEP. Assessment exercises were administered to small groups of students by specially trained personnel.

Information from NAEP is subject to both nonsampling and sampling error. Two possible sources of nonsampling error are nonparticipation and faulty instrumentation. The effects of nonparticipation are in some ways reduced through oversampling, although this does not assess the bias of nonparticipants. Instrumentation nonsampling error includes whether the NAEP assessment instruments measure what is being taught and in turn what is being learned by the students, ambiguous items or instructions, and insufficient time limits.

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National Education Longitudinal Study of 1988

The National Education Longitudinal Study of 1988 (NELS:88) is the third major longitudinal study sponsored by the National Center for Education Statistics. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS–72) and HS&B surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences. Unlike its predecessors, NELS:88 began with a cohort of eighth-grade students.

NELS:88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). The base-year NELS:88 was a multifaceted study questionnaire with four cognitive tests, and

questionnaires for students, teachers, parents, and the school.

Sampling was first conducted at the school level and then at the student level within schools. The data were drawn from a nationally representative sample of 1,000 schools (800 public schools and 200 private schools, including parochial institutions). Within this school sample, 26,000 eighth grade students were selected at random. The first and second followups revisited the same sample of students in 1990 and 1992, when the 1988 eighth-graders were in the 10th and 12th grades. Similar followups are being conducted in 1994 and 1997.

For more information on this survey, contact:

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National Household Education Survey

The National Household Education Survey (NHES) is the first major attempt by the National Center for Education Statistics to go beyond its traditional, school-based data collection to a household survey. Historically, NCES has collected data from teachers, students, and schools through school-based surveys and from administrative records data through surveys of school districts and state education agencies. NHES has the potential to address many issues in education that have not been addressed previously by NCES data collection activities.

NHES is designed as a mechanism for collecting detailed information on educational issues from a relatively large and targeted sample of households in a timely fashion. Data for the NHES are being collected through telephone interviews, a relatively new approach for gathering data related to education issues. NHES uses Random Digit Dialing (RDD) to select households and Computer Assisted Telephone Interviewing (CATI) to collect information from household members. The sample for the NHES is drawn from the non-institutionalized civilian population in households with a telephone in the 50 states and the District of Columbia.

During the spring of 1991, NCES fielded a full-scale NHES on early education. Approximately

60,000 households were screened to identify a sample of children 3-8 years old. The parents of these children were interviewed in order to collect information about their children's educational activities and the role of the family in children's learning. At the same time, an adult education supplement was fielded. Adult household members were sampled and questioned about their participation in adult education.

The adult education component was, for the most part, adapted from the previous Current Population Survey (CPS) adult education supplements. However, unlike the CPS, it collects information on both adult education participants and nonparticipants. At present, NCES plans to field the adult education component once every 4 years after 1991. The NHES:91 survey identified and screened more than 60,000 households. A knowledgeable adult was asked a series of questions to screen all household members for adult education participation in a sample of about 20,000 of these 60,000 households, resulting in interviews with approximately 9,800 adult education participants and 2,750 nonparticipants. The adult education component of NHES can be used to address many questions about the patterns of participation by demographic and labor force characteristics. It includes data on reasons for taking courses, on the providers of the courses, and the cost of the courses. Information was also collected from non-participants concerning barriers to their participation.

For further information on the adult education component of NHES contact:

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National Longitudinal Study of the High School Class of 1972

The National Longitudinal Study (NLS) of the High School Class of 1972 began with the collection of base-year survey data from a sample of about 19,000 high school seniors in the spring of 1972. Five more followup surveys of these students were conducted in 1973, 1974, 1976,

1979, and 1986. The NLS was designed to provide the education community with information on the transitions of young adults from high school through postsecondary education and the workplace.

The sample design for the NLS is a stratified, two-stage probability sample of students from all schools, public and private, in the 50 states and the District of Columbia, with a 12th-grade enrollment during the 1971–72 school year. During the first stage of sampling, about 1,070 schools were selected for participation in the base-year survey. As many as 18 students were selected at random from each of the sample schools. The sizes of the school and student samples were increased during the first followup survey. Beginning with the first followup and continuing through the fourth followup, about 1,300 schools participated in the survey, and slightly under 23,500 students were sampled. The response rates for each of the different rounds of data collection have been 80 percent or higher.

Sample retention rates across the survey years have been quite high. For example, of the individuals responding to the base-year questionnaire, the percentages who responded to the first, second, third, and fourth followup questionnaires were about 94, 93, 89, and 83 percent, respectively.

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National Postsecondary Student Aid Study

The National Center for Education Statistics conducted the National Postsecondary Student Aid Study (NPSAS) for the first time during the 1986–87 school year. This survey established the first comprehensive student financial aid database. Data were gathered from 1,074 postsecondary institutions and approximately 60,000 students and 24,000 parents. These data provided information on the cost of postsecondary education, the distribution of financial aid, and characteristics of both aided

and non-aided students and their families, and the nature of aid packages.

In response to the continuing need for these data, NCES conducted the second cycle of NPSAS for the 1989–90 school year. In addition to replicating the earlier study, the 1990 NPSAS contains enhancements to the 1987 methodology that will fully meet the data needs of the financial aid community and of policymakers.

The 1990 in-school sample involved about 70,000 students selected from registrar lists of enrollees at 1,200 postsecondary institutions. The sample included both aided and nonaided students. Student information such as field of study, education level, and attendance status (part-time or full-time) was obtained from registrar records. Types and amounts of financial aid and family financial characteristics were abstracted from school financial aid records. Also, approximately 26,000 parents of students were sampled. Data concerning family composition and parent financial characteristics was compiled. Followup data collections are expected at 2-year intervals. Students enrolled in postsecondary education for the first time in 1990 will serve as the base for the longitudinal component of NPSAS.

Further information about this survey may be obtained from:

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National Survey of Postsecondary Faculty

The National Survey of Postsecondary Faculty (NSOPF-88) was a comprehensive survey of higher education instructional faculty in the fall of 1987. It was the first such survey conducted since 1963. It gathered information regarding the backgrounds, responsibilities, workloads, salaries, benefits, and attitudes of both full- and part-time instructional faculty in 2- and 4-year institutions under both public and private control. In addition, information was gathered from institutional and department-level respondents on such issues as faculty composition, new hires, departures and recruitment, retention, and tenure policies.

There were three major components of the study: a survey of institutional-level respondents at a stratified random sample of 480 U.S. colleges and universities; a survey of a stratified random sample of 3,029 eligible department chairpersons (or their equivalent) within the participating 4-year institutions; and a survey of a stratified random sample of 11,013 eligible faculty members within the participating institutions. Response rates to the three surveys were 88 percent, 80 percent, and 76 percent, respectively.

The universe of institutions from which the sample was selected was all accredited nonproprietary U.S. postsecondary institutions that grant a 2-year (associate's) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education. This includes religious, medical, and other specialized postsecondary institutions as well as 2- and 4-year nonspecialized institutions. According to the 1987 IPEDS, this universe comprised 3,159 institutions. The universe does not include proprietary 2- and 4-year institutions or less-than-2-year postsecondary institutions.

Further information about this survey may be obtained from:

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Projections of Education Statistics

Since 1964, NCES has published *Projections of Education Statistics*, projecting key statistics for elementary and secondary schools and institutions of higher education. Data are included for enrollments, instructional staff, graduates, and earned degrees. *Projections* includes several alternative projection series and a methodology section describing the techniques and assumptions used to prepare them. Data in this edition of *The Condition of Education* reflect the intermediate projection series only.

Differences between the reported and projected values are, of course, almost inevitable. An evaluation of past projections revealed that, at the elementary and secondary level, projections of enrollment have been quite accurate: mean absolute percentage differences for enrollment

projections from 1 to 5 years into the future were less than 1 percent, while those for teachers were less than 4 percent.

Since projections of time series are subject to errors both by the nature of statistics and the properties of projection methodologies, users are cautioned not to place too much confidence in the numerical values of the projections. Important but unforeseeable economic and social changes may lead to differences. Projections are to be considered as indicators of broad trends.

For further information about projection methodology and accuracy, contact:

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Survey of Recent College Graduates

NCES has conducted periodic surveys of persons, about 1 year after graduation, to collect information on college outcomes. The "Recent College Graduates" surveys have concentrated on those graduates entering the teaching profession. To obtain accurate results on this smaller subgroup, graduates who are newly qualified to teach have been oversampled in each of the surveys. The survey involves a two-stage sampling procedure. First, a sample of institutions awarding bachelor's and master's degrees is selected and stratified by percentage of education graduates, control, and type of institution. Second, for each of the selected institutions, a sample of degree recipients is chosen. The response rates on the recent college graduates survey have tended to be low because of the great difficulty in tracing the students after graduation. Much more of the nonresponse can be attributed to invalid mailing addresses than to refusals to participate. Despite their shortcomings, the data are presented in this report because they provide valuable information not available elsewhere about college outcomes. Users should be cautious about drawing conclusions based on data from small samples. It is also likely that the data are somewhat biased since the more mobile students, such as graduate students, are the most difficult to track for the survey.

The 1976 survey of 1974–75 college graduates was the first and smallest of the series. The sample consisted of 209 schools, of which 200 (96 percent) responded. Of the 5,506 graduates in the sample, 4,350 responded, for a response rate of 79 percent.

The 1981 survey was larger, with a coverage of 301 institutions and 15,852 graduates. Responses were obtained from 286 institutions, for an institutional response rate of 95 percent, and from 9,312 graduates (716 others were determined to be out of scope), for a response rate of 62 percent.

The 1985 survey requested data from 18,738 graduates from 404 colleges. Responses were obtained from 13,200 students, for a response rate of 74 percent (885 were out of scope). The response rate for the colleges was 98 percent.

The 1987 survey form was sent to 21,957 graduates. Responses were received from 16,878, for a response rate of 79.7 percent.

The 1987 *Transcript Study* collected transcripts for each student who was part of the 1987 sample.

The 1991 survey sampled 18,135 graduates and 400 institutions. The response rates were 83 percent for the graduates and 95 percent for institutions.

Further information on this survey may be obtained from:

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International Assessment of Educational Progress

In 1990–91, a total of 20 countries assessed the mathematics and science achievement of 13-year-old students and 14 of the 20 countries assessed 9-year-old students in these same subjects. Some countries assessed virtually all age-eligible children in the appropriate age group; others confined their samples to certain geographic regions, language groups, or grade levels. The definition of populations often followed the structure of school systems, political divisions, and cultural distinctions. In some countries, significant proportions of age-eligible children were not represented because they did not attend school (see notes to supplemental tables 15:1–4

and 16:1–4). Also, in some countries, low rates of school or student participation mean results may be biased.

Typically, a random sample of 3,300 students from about 110 different schools was selected from each population at each age level; half were assessed in mathematics and half in science. A total of about 175,000 9- and 13-year-olds (those born in calendar years 1981 and 1977, respectively) were tested in 13 different languages in March 1991.

The achievement tests lasted 1 hour. The tests given to 9-year-olds included 62 questions in mathematics and 60 questions in science. Those for 13-year-olds included 76 questions in mathematics and 72 questions in science. In addition, students of each age group spent about 10 minutes responding to questions about their backgrounds and home and school experiences. School administrators completed a school questionnaire.

Initial analyses involved the calculation of the percentage of correct answers and standard errors for individual questions. For each population, the weighted percentage of correct answers was calculated for each question. The results of students who omitted questions at the end of sections because they did not reach them were excluded from the calculations for those questions. For each percentage correct, an estimate of its standard error was calculated using the jackknife procedure. Percentage and standard errors were calculated for subgroups within each population, including gender and grade. Statistics for Canada were calculated using an appropriately weighted sample of responses drawn from the individual Canadian populations.

Further information on this survey can be obtained from:

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Schools and Staffing Survey

The school work force and teacher supply and demand are fundamental features of America's public and private school landscape. Yet, until recently, there has been a lack of data on the characteristics of our children's teachers and administrators and their workplace conditions. The Schools and Staffing Survey (SASS) was designed to meet this need. This survey is a comprehensive public and private, elementary/secondary education database that combines and expands three separate surveys NCES has conducted in the past. These included surveys of teacher demand and shortage, of public and private schools, and of public and private school teachers. The school administrator survey is a new addition to the NCES database.

Schools were the primary sampling unit for SASS, and a sample of teachers was selected in each school; public school districts were included in the sample when one or more of their schools was selected. The 1990–91 SASS included approximately 12,800 schools (9,300 public and 3,500 private), 65,000 teachers (52,000 public and 13,000 private), and 5,600 public school districts. The survey was conducted by mail with telephone followups.

The SASS sample has been designed to support the following types of estimates and comparisons: national and state estimates for public schools and teachers; estimates for private schools and teachers at the national level and for selected orientation groupings; and national comparisons of elementary, secondary, and combined schools and teachers. SASS was first conducted in the 1987–88 school year. Data collection at 2-year intervals began in 1990–91.

Another component of SASS is the Teacher Followup Survey (TFS). It consists of a subsample of SASS, and is implemented 1 year after the base-year survey. The survey identifies and collects data from various groups of teachers who were interviewed the previous year: (1) those persons who remain in the teaching profession, including those who remain in the same school as well as those who have moved; and (2) those persons who have left the teaching profession. These data are used to provide information about teacher attrition and retention

in the public and private schools and to project teacher demand during the 1990s.

Further information on this survey may be obtained from:

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Office for Civil Rights U.S. Department of Education

Elementary and Secondary School Civil Rights Survey

The Office for Civil Rights (OCR) in the U.S. Department of Education conducts periodic surveys of elementary and secondary schools to obtain data on the characteristics of students enrolled in public schools throughout the nation. Racial/ethnic status, gender, limited English proficiency, and handicapping conditions are among the characteristics covered by recent surveys. Such information is required by OCR to fulfill its responsibilities under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and section 504 of the Rehabilitation Act of 1973. The 1976 survey was a complete census of public school districts in the nation. The 1984, 1986, and 1988 surveys were based on samples. The universe, from which the districts were to be sampled, was defined to be all public schools in the nation (50 states and the District of Columbia). A universe file maintained by the National Center for Education Statistics from its Common Core of Data was used. The selection factors used in selecting the sample were (1) minimum percent coverage of a specific population variable, and (2) maximum percent standard deviation of a projection of a population variable from the sample to the universe total.

Stratification also included district size and state. The 1984, 1986, 1988, 1990, and 1992 surveys are subject to sampling and nonsampling errors.

For further information about these surveys, contact:

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Office of Special Education and Rehabilitative
Services

U.S. Department of Education

*Annual Report to Congress on the Implementation of
the Education of the Handicapped Act*

The Education of the Handicapped Act (EHA) requires the Secretary of Education to transmit to Congress annually a report describing the progress in serving the nation's handicapped children. The annual report contains information on such children served by the public schools under the provisions of Part B of the EHA and on children served in state-operated programs (SOP) for the handicapped under Chapter I of the Education Consolidation and Improvement Act (ECIA). Statistics on children receiving special education and related services in various settings and on school personnel providing such services are reported in an annual submission of data to the Office of Special Education and Rehabilitative Services (OSERS) by the 50 states, the District of Columbia, and the outlying areas. The child count information is based on the number of handicapped children receiving special education and related services on December 1 of each year for EHA and October 1 for Chapter I of ECIA/SOP.

Since each participant in programs for the handicapped is reported to OSERS, the data are not subject to sampling error. However, nonsampling error can occur from a variety of sources. Some states follow a noncategorical approach to the delivery of special education services but produce counts by handicapping condition only because EHA-B requires it. In those states that do categorize their handicapped students, definitions and labeling practices vary. In each case, even though states must use the federal definitions of the handicapping categories for reporting purposes, there is no way to judge the accuracy of these states' relabeling of their students for the federal count. Some states also have reported combined counts for some of the smaller categories of handicap.

These variations in labeling practices may help explain why there have been inconsistencies both

year to year within a given state and from state to state in the ways in which students with more than one handicapping condition have been categorized. However, federal and state efforts to ensure that children are being classified and reported appropriately, and efforts to achieve greater consistency in classification and reporting among states help minimize these variations.

Further information on the *Annual Report to Congress* may be obtained from:

Lou Danielson
Office of Special Education and
Rehabilitative Services
Office of Special Education Programs
Room 3523, Switzer Building
330 C Street SW
Washington, DC 20202

Office of the Census
U.S. Department of Commerce

Current Population Survey

Current estimates of school enrollment and social and economic characteristics of students are based on data collected in the Census Bureau's monthly household survey of about 60,000 households, the CPS. The CPS covers 729 sample areas consisting of 1,973 counties, independent cities, and minor civil divisions throughout the 50 states and the District of Columbia. The current sample was selected from 1980 census files and is periodically updated to reflect new housing construction.

The primary function of the monthly CPS is to collect data on labor force participation of the civilian noninstitutional population. (It excludes military personnel and inmates of institutions.) In October of each year, questions on school enrollment by grade and other school characteristics are asked about each member of the household.

The estimation procedure employed for the monthly CPS data involves inflating weighted sample results to independent estimates for the total civilian noninstitutional population by age, sex, race, and Hispanic origin. These independent estimates are derived from statistics from decennial censuses of the population: statistics on births, deaths, and immigration and

emigration; and statistics on the strength of the Armed Forces. Generalized standard error tables are provided in the *Current Population Reports*. The data are subject to both nonsampling and sampling errors.

Further information is available in the *Current Population Reports*, Series P-20, or by contacting:

Education and Social Stratification Branch
Population Division
Bureau of the Census
U.S. Department of Commerce
Washington, DC 20233

School Enrollment. Each October, the CPS includes supplemental questions on the enrollment status of the population aged 3 and older. Annual reports documenting school enrollment of the population have been produced by the Bureau of the Census since 1946. The latest report is *Current Population Reports*, Series P-20, No. 469, *School Enrollment—Social and Economic Characteristics of Students: October 1991*. All sample surveys are subject to sampling and nonsampling error. The main sources of nonsampling error in the supplement are those inherent in any household survey. When a household respondent reports for all individuals in the household, is that person knowledgeable about the grade or level of school, type of school, or full-time status? In addition, some analysts believe social acceptability of response causes biased reporting, such as reluctance to report lack of a high school diploma; some dismiss it. Household-reported data may not be consistent with administrative data because definitions may not be the same. An additional source of variation in statistics reported may be a change in the survey universe over time. For example, a significantly larger proportion of young men were members of the Armed Forces in the late 1960s and early 1970s than before or after and, therefore, were not in the CPS universe. That caused a short-term increase in the school enrollment *rate* of young men, which was greater than the increase in numbers of enrollees would indicate. Other events may similarly affect survey data. The user must be mindful of external events as well as the character of the population being measured when describing survey trends.

An advantage of household survey data over administrative data is the availability of

demographic, social, and economic data for the student and family. Beginning with data for October 1981, tabulations have been controlled to the 1980 census. Estimates for earlier years were controlled to earlier censuses.

Questions concerning the CPS school enrollment data may be directed to:

Education and Social Stratification Branch
Population Division
Bureau of the Census
U.S. Department of Commerce
Washington, DC 20233

Educational Attainment. Data on years of school completed are derived from two questions on the CPS instrument. Biennial reports documenting educational attainment are produced by the Bureau of the Census using March CPS data. The latest report is *Current Population Reports*, Series P-20, No. 451 *Educational Attainment in the United States, March 1989 and 1988*.

The usual constraints on use of household survey data apply. Reliability of response may depend on whether a proxy respondent was used, the recency and importance of the event, and the number and clarity of response categories. There is some evidence that years of school completed in the CPS may not measure completion of degrees as clearly as they once did. The number of persons who have completed 4 years of college has been increasing more rapidly than the number of bachelor's degrees added each year would suggest. While the number of years completed is not deteriorating in quality (that is, respondents are not exaggerating the number of years), more students than in the past are taking more than 4 academic years to complete a bachelor's degree. Also, although interviewers are instructed to count receiving a high school diploma by means of passing a GED exam as completion of the 12th grade, as the number of persons who have received a diploma in this way has increased the number counted appropriately may not have kept pace. The 1990 Census of Population contains a question on highest degree received rather than relying solely on a "years of school completed" item.

Beginning with the data for March 1980, tabulations have been controlled to the 1980 census. Estimates for earlier years were controlled to earlier censuses.

Questions concerning the CPS educational attainment data may be directed to:

Education and Social Stratification Branch
Population Division
Bureau of the Census
U.S. Department of Commerce
Washington, DC 20233

Participation in Adult Education. In May of 1969, 1972, 1975, 1978, 1981, and 1984, the CPS included a supplemental inquiry on "Participation in Adult Education" (PAE). In addition to the questions on the CPS, interviewers asked if anyone in the household 17 years of age or older had participated in adult education in the 12-month period prior to the survey date. A survey form was filled out by the interviewer or left with a proxy member of the household for participants who were not at home at the time of the interview. In 1981, the supplement form was no longer left with the proxy but completed by the interviewer.

The PAE response rate of 94 percent in 1981 must be viewed in conjunction with the 96 percent response rate of the CPS. The overall response rate for the PAE survey in 1981 is then 90 percent.

For more information, contact:

Postsecondary Education Statistics Division
National Center for Education Statistics
555 New Jersey Avenue NW
Washington, DC 20208-5652

Voting and Registration. In November of election years, the CPS includes supplemental questions on voting and registration within the civilian noninstitutional population. CPS voting estimates exceed counts of the actual number of votes cast. On balance, the CPS overstates voting in Presidential elections by 10-20 percent of the total number of persons reported as having voted. Some of the possible reasons for the discrepancies are: (a) understatement of actual number of votes cast; (b) possible reluctance of some CPS respondents to admit to not voting; (c) nonresponse to the CPS survey; (d) CPS undercoverage of certain groups in the population in which nonvoting may be high; (e) use of a single household respondent to report on the voting and registration of all persons in the household. These reasons are discussed in greater detail in *Current Population Reports*, Series

P-20, No. 453, "Voting and Registration in the Election of November 1990," pp. 9-11.

Data on voter participation by social and economic characteristics of the population of voting age have been published since 1964 in *Current Population Reports*, Series P-20. The latest report is "Voting and Registration in the Election of November 1990," No. 453.

For additional information about this survey, contact:

Jerry T. Jennings
Population Division
Bureau of the Census
U.S. Department of Commerce
Washington, DC 20233

Bureau of Labor Statistics
U.S. Department of Labor

Educational Attainment of Workers

These data are collected by the March supplement to the CPS, sponsored by the Bureau of Labor Statistics and conducted by the Bureau of the Census. Sampling and nonsampling errors associated with the CPS are discussed under that heading. For further information on employment and unemployment statistics contact:

Division of Labor Force Statistics
Bureau of Labor Statistics
441 G Street NW, Room 2486
Washington, DC 20212

How Workers Get Their Training

In January 1983 and 1991, The Employment and Training Administration (ETA) funded supplements to the Census Bureau's Current Population Survey on worker training. The questions asked individuals to identify various types of training they needed to obtain their current or last job as well as the training used to improve their skills on those jobs.

In contrast with the 1983 survey, interviewers conducting the 1991 survey were instructed to obtain the information from each individual directly; proxy responses were not permitted. Primarily because individuals could not answer by proxy, a high proportion of eligible persons in the sample did not respond to the January 1991 training questions. In order to obtain data about

the population based only on information provided by respondents, the sample weight originally assigned each respondent was adjusted based on factors for specific age, sex, race, employment status, and occupational status. The adjusted weights were used to prepare published estimates.

For more information, contact:

Office of Employment Projections
Bureau of Labor Statistics
U.S. Department of Labor
2 Massachusetts Avenue NE
Washington, DC 20212

The National Longitudinal Study of Youth

The National Longitudinal Study of Youth (NLSY) is a nationally representative sample of 12,686 young men and young women who were ages 14–21 in 1979 when they were first interviewed. Three independent probability samples, designed to represent the entire population of youth born in the United States between 1957 and 1964, were drawn for the NLSY: (1) a cross-sectional sample designed to be representative of the noninstitutionalized civilian segment of American young people age 14–21 as of January 1, 1979; (2) a supplemental sample designed to overrepresent civilian Hispanic, black, and economically disadvantaged non-Hispanic, non-black youth; and (3) a military sample designed to represent the population aged 17–21 as of January 1, 1979 and serving in the military as of September 30, 1978.

Response rates within the NLSY sample have remained at or above 90 percent for the first 12 years of interviews. By the end of 1990, 10,436 civilian and military respondents continued to be interviewed for an overall retention rate of 89.9 percent.

Further information is available by contacting:

The Center for Human Resource Research
The Ohio State University
921 Chatham Lane, Suite 200
Columbus, Ohio 43221-2418
(614) 442-7300

Equal Employment Opportunity Commission Higher Education Staff Information Survey (EEO-6)

The U.S. EEOC requires all public and private institutions of higher education with at least 15 full-time employees to file the Higher Education Staff Information (EEO-6) report biennially. Higher education institutions are those accredited at the college level by an agency recognized by the Secretary, U.S. Department of Education.

The EEO-6 collects information on (1) the number of full-time and part-time employees, by occupation, race/ethnicity and sex; (2) the number of full-time faculty, by academic rank, tenure status, race/ethnicity, and sex; and (3) the salaries of full-time staff, by occupation, race/ethnicity, and sex.

Beginning in 1987, data from the EEO-6 have been combined with data collected by the NCES to create the Fall Staff survey. The Fall Staff survey is discussed under IPEDS and is conducted by NCES.

For additional information on the EEO-6 survey, contact:

Betty Wright
U.S. Equal Employment Opportunity
Commission
1801 L Street NW
Washington, DC 20507

Bureau of Justice Statistics U.S. Department of Justice

National Crime Survey, School Crime Supplement

The National Crime Survey (NCS) conducted by the Bureau of Justice Statistics (BJS) collects data from a nationally representative sample of households. When a household is selected for inclusion in the sample, household members age 12 or older are interviewed every 6 months for 3 years. During each interview, information is obtained about the personal victimizations, if any, experienced by the interviewee in the 6 months preceding the interview. One member, generally over the age of 18, is also designated the household respondent, from whom information is obtained about all crimes committed against the household during the preceding 6 months.

The NCS measures both attempted and completed incidents of the violent crimes of rape, robbery, and aggravated and simple assault; personal thefts with and without contact; and the household crimes of burglary, household larceny, and motor vehicle theft.

The School Crime Supplement to the NCS contains data collected in interviews conducted from January through June of 1989 as a supplement to the NCS data collection program. It focuses on personal crimes of violence and theft that were committed inside a school building or on school property only.

The only eligible respondents for this school crime supplement were those household members who were between the ages of 12 and 19, had attended school at any time during the 6 months preceding the interview, and were enrolled in a school that would advance them towards the eventual receipt of a high school diploma.

Further information on the School Crime Supplement to the National Crime Survey may be obtained from:

Bruce Taylor
Bureau of Justice Statistics
633 Indiana Avenue NW
Washington, DC 20531

National Institute on Drug Abuse
U.S. Department of Health and Human
Services

Monitoring the Future

The National Institute on Drug Abuse is the primary supporter of the long-term study entitled *Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth*, conducted by the University of Michigan, Institute for Social Research. One component of the study deals with student drug abuse, another investigates student victimization at school. Results of a national sample survey have been published annually since 1975. Approximately 125 to 135 schools have participated each year. With the exception of 1975 when about 9,400 students participated in the survey, more than 15,000 students have participated annually. For the class of 1990, about 15,200 students responded to

the survey. Over the years, the response rate has varied from 77 to 84 percent.

The data in this survey represent only high school seniors. Understandably, there will be some reluctance to admit illegal activities. Also, students who were out of school on the day of the survey were nonrespondents. The survey did not include high school dropouts. The inclusion of these two groups would tend to increase the proportion of individuals who had used drugs. A 1983 study found that the inclusion of the absentees could increase some of the drug usage estimates by as much as 2.7 percent. (Details on that study and its methodology were published in *Drug Use Among American High School Students, College Students, and Other Young Adults*, by Lloyd D. Johnston, Patrick M. O'Malley, and Jerald G. Bachman, available from the National Clearinghouse on Drug Abuse Information, 5600 Fishers Lane, Rockville, MD 20857.)

Further information on this survey may be obtained from:

National Institute on Drug Abuse
Division of Epidemiology and
Statistical Analysis
5600 Fishers Lane
Rockville, MD 20857

National Center for Health Statistics
U.S. Department of Health and Human
Services

National Health Interview Survey

The National Health Interview Survey (NHIS) is a continuous cross-sectional household interview survey. Each week a probability sample of the civilian noninstitutionalized population of the United States is interviewed by personnel of the U.S. Bureau of the Census. Estimates for certain health characteristics, such as limited activity and respondent-assessed status, are compiled yearly. Information on special health topics, such as health care coverage, health promotion, and disease prevention, is periodically collected for all or a sample of household members.

All information collected in the survey results from reports by responsible family members or unrelated individuals residing in the household. When possible, all adult members participate in

the interview. However, proxy responses are accepted for family members who are not at home, and are required for all children (those under 18 years of age) and for all household members who are physically or mentally incapable of responding for themselves.

In 1982, the NHIS questionnaire and data preparation procedures of the survey were extensively revised. The basic concepts of NHIS changed in some cases, and in other cases the concepts were measured in a different way. Comparisons with earlier results should not be undertaken without carefully examining these changes.

In 1985, although several new sample design features were adopted for NHIS, conceptually the sampling plan remained the same. The major changes included (a) reducing the number of primary sampling locations from 376 to 198 for sampling efficiency, (b) oversampling the black population to improve the precision of the statistics, (c) subdividing the NHIS sample into four separate representative panels to facilitate linkage to other National Center for Health Statistics (NCHS) surveys, and (d) using an all-area frame not based on the decennial census to facilitate NCHS survey linkage and to conduct NHIS followback surveys.

The National Center for Health Statistics provides estimates and technical notes on methods for this survey in Series 10 publications, *Data from the National Health Interview Survey*.

For additional information about this survey, contact:

National Center for Health Statistics
Division of Health Interview Statistics
6525 Belcrest Road
Hyattsville, MD 20782
(301) 436-7089

National Science Foundation

Survey of Earned Doctorates

The Survey of Earned Doctorates (SED) has been conducted annually, under contract, by the National Research Council for the U.S. Department of Education, the National Endowment for the Humanities, the National Science Foundation, and other federal agencies

since 1957. Information from the survey becomes part of the Doctorate Records File, which includes records for doctorates awarded since 1920 by regionally accredited universities and colleges. The universe consists of all recipients of doctoral degrees such as Ph.D. or D.Sc., but excludes the recipients of first-professional degrees such as the J.D. or M.D. Approximately 95 percent of the annual cohort of doctorate recipients have responded to the questionnaire, which is distributed through the cooperation of the Graduate Deans. Partial data from public sources are added to the file for nonrespondents. The data for a given year include all doctorates awarded in the 12-month period ending on June 30th of that year.

Data for the SED are collected directly from individual doctorate recipients. In addition to the field and specialty of the degree, the recipient is asked to provide educational history, selected demographic data, and information on postgraduate work and study plans. The National Center for Education Statistics' "Survey of Earned Degrees," part of its Integrated Postsecondary Education Data System, collected data from institutions, not individuals. Therefore, the number of doctorates reported in SED differs slightly from IPEDS/HEGIS totals. Also, SED data are restricted to research doctorates.

The differences between the two data series have been generally consistent since 1960. The ratio of IPEDS/HEGIS to SED totals for all Ph.D.s has ranged from 1.01 to 1.06.

Further information on this survey can be obtained from Summary Report: *Doctorate Recipients from United States Universities*, various years, published by the National Research Council, or by contacting:

Office of Scientific and Engineering Personnel
National Research Council
2101 Constitution Avenue NW
Washington, DC 20418

Survey of Doctorate Recipients

The Survey of Doctorate Recipients (SDR) is a biennial survey of individuals who have received doctorates in the humanities, sciences, and engineering over the past four decades. It has

surveyed scientists (including social scientists and psychologists) and engineers since 1973 and humanists since 1977. It is conducted by the National Research Council with support from the National Science Foundation, the National Endowment for the Humanities, the National Institutes of Health, the Department of Agriculture, and the Department of Energy.

The population for the survey consists of individuals who have received doctorates during a 42-year period. To maintain the length of this timespan for each biennial survey, the two most recent graduating cohorts of Ph.D.s are added to the population, and the two oldest are eliminated.

It is a longitudinal survey—that is, individual members of the survey panel are resurveyed every 2 years—and contains historical data on employment status, employment sector, primary work activity, academic rank, tenure status, salary, and other characteristics.

For a more detailed discussion of the history of the SDR, the sample, and other methodological issues, see: National Research Council, *Methodological Report of the 1987 Survey of Doctorate Recipients*, National Research Council, April 1989 (prepared by Mary Belisle).

For further information, contact:

Survey of Doctorate Recipients Project
Office of Scientific and Engineering Personnel
National Research Council
2101 Constitution Avenue NW, Room GR 412
Washington, DC 20418

Scientific and Engineering Expenditures at Universities and Colleges Survey

The National Science Foundation's Scientific and Engineering Expenditures at Universities and Colleges Survey originated in 1954 and has been conducted annually since 1972. The population surveyed in most years has consisted of the 500–600 universities and colleges that grant a graduate science or engineering degree and/or annually perform at least \$50,000 in separately budgeted research and development (R&D). R&D is defined as current fund expenditures

designed to produce specific research outcomes and is funded either by an external agency to an institution or is separately budgeted by an internal institution unit. The institutions included in this survey population expend over

95 percent of the nation's academic R&D funds. In addition, approximately 17 university-administered, federally funded research and development centers (FFRDCs) that are engaged in basic or applied research, development, or management of R&D activities are surveyed.

Since 1984 this survey has been conducted as a sample survey consisting of two strata: a certainty stratum including all doctorate-granting institutions, all historically black colleges and universities with R&D, and all university-administered FFRDCs; and a probability stratum including a random sample of all nondoctorate-granting institutions that perform significant levels of research and development.

Further information on this survey may be obtained from *Guide to the National Science Foundation's Surveys of Academic Science and Engineering*, December 1990, published by the National Science Foundation, or by contacting:

Science and Engineering Activities Program
Division of Science Resources Studies
National Science Foundation
1800 G Street NW, Room L-611
Washington, DC 20550

2. Other Organization Sources

American College Testing Program

The American College Testing (ACT) Assessment is designed to measure educational development in the areas of English, mathematics, social studies, and natural sciences. The ACT Assessment is taken by college-bound high school students and the test results are used to predict how well students might perform in college.

Prior to the 1984–85 school year, national norms were based on a 10 percent sample of the students taking the test. Since then, national norms have been based on the test scores of all students taking the test. Moreover, beginning with 1984–85 these norms have been based on the most recent ACT scores available from students scheduled to graduate in the spring of the year they take the test. Duplicate test records are no longer used to produce national figures.

ACT standard scores are reported for each subject area on a scale from 1 to 36. The four ACT

standard scores have a mean (average) of about 19 and a standard deviation of about 6 for college-bound students nationally. A composite score is obtained by taking the simple average of the four standard scores and is an indication of student's overall academic development across these subject areas.

It should be noted that college-bound students who take the ACT Assessment are not representative in some respects of college-bound students nationally. First, students who live in the Midwest, Rocky Mountains and Plains, and the South are overrepresented among ACT-tested students compared with college-bound students nationally. Second, ACT-tested students tend to enroll in public colleges and universities more frequently than do college-bound students nationally.

The 1990 ACT assessment is significantly different from previous years. Consequently, it is not possible to make direct comparisons between scores earned in 1990 and those scores earned in previous years. To permit continuity in tracking of score trends, ACT has established links between scores earned on ACT tests administered before October 1989 and scores on the new ACT.

For further information, contact:

The American College Testing Program
2201 North Dodge Street
P.O. Box 168
Iowa City, IA 52243

American Federation of Teachers

The American Federation of Teachers (AFT) reports national and state average salaries and earnings of teachers, other school employees, government workers, and professional employees over the past 25 years. The AFT's survey of state departments of education obtains information on minimum salaries, experienced teachers reentering the classroom, and teacher age and experience. Most data from the survey are reported as received, although some data are confirmed by telephone. These data are available in the AFT's annual report *Survey and Analysis of Salary Trends*. While serving as the primary vehicle for reporting the results of the AFT's annual survey of state departments of education, several other data sources are also used in this report.

Further information on this survey can be obtained from:

American Federation of Teachers
555 New Jersey Avenue NW
Washington, DC 20001

College Entrance Examination Board

The Admissions Testing Program of the College Board comprises a number of college admissions tests, including the Preliminary Scholastic Aptitude Test (PSAT) and the Scholastic Aptitude Test (SAT). High school students participate in the testing program as sophomores, juniors, or seniors—some more than once during these 3 years. If they have taken the tests more than once, only the most recent scores are tabulated. The PSAT and SAT report subscores in the areas of mathematics and verbal ability.

The SAT results are not representative of high school students or college-bound students nationally since the sample is self-selected. Generally, tests are taken by students who need the results to attend a particular college or university. The state totals are greatly affected by the requirements of its state colleges. Public colleges in a number of states require ACT scores rather than SAT scores. Thus, the proportion of students taking the SAT in these states is very low and is inappropriate for any comparison. In recent years about 1 million high school students have taken the examination annually.

Further information on the SAT can be obtained from:

College Entrance Examination Board
Educational Testing Service
Princeton, NJ 08541

Gallup Poll

Each year the Gallup Poll conducts the "Public Attitudes Toward the Public Schools" survey, funded by Phi Delta Kappa. The survey includes interviews with approximately 1,600 adults representing the civilian noninstitutional population 18 years old and over.

The sample used in the 22nd annual survey was made up of a total of 1,594 respondents and is described as a modified probability sample of the nation. Personal, in-home interviewing was conducted in representative areas of the nation and types of communities. Approximately 67

percent of the respondents had no children in school, 30 percent were parents of children in public schools, and 6 percent had children attending nonpublic schools. This total is greater than 100 percent because some parents had children attending both public and nonpublic schools.

The survey is a sample survey and is subject to sampling error. The size of error depends largely on the number of respondents providing data. For example, an estimated percentage of about 10 percent based on the responses of 1,000 sample members has an approximate sampling error of 2 percent at the 95 percent confidence level. The sampling error for the difference in two percentages (50 percent versus 41 percent) based on two samples of 750 members and 400 members, respectively, is about 8 percent.

Further information on this survey can be obtained from:

Gallup Poll
Phi Delta Kappa
P.O. Box 789
Bloomington, IN 47402-0789

Graduate Record Examination Council

All students who have taken the Graduate Record Examinations (GRE) General Test were asked a series of background information questions. The responses and the test scores themselves form the basis for continuing GRE Program research. In addition, these data are compiled and included in an annual report. The 12th in the series is *A Summary of Data Collected From Graduate Record Examinations Test Takers During 1986-1987*.

The GRE cautions users of these data that "information in these reports is based solely on examinees who took the GRE General Test and should not be interpreted as being representative of any other group. The report does not present data for all baccalaureate degree recipients, for all graduate school applicants, or for all first-time graduate school enrollees." Nevertheless, the test-taking group is a large subset (albeit a self-selected one) of each of these groups.

Further information on this and previous editions of the report may be obtained by contacting:

Office of the GRE Program Director
Educational Testing Service
Princeton, NJ 08541

National Education Association Estimates of School Statistics

The National Education Association (NEA) reports revenues and expenditure data in its annual publication, *Estimates of School Statistics*. Each year NEA prepares regression-based estimates of financial and other education statistics and submits them to the states for verification. Generally, about 30 states adjust these estimates based on their own data. These preliminary data are published by NEA along with revised data from previous years. States are asked to revise previously submitted data as final figures become available. The most recent publication contains all changes reported to the NEA. Some tables in *The Condition of Education* used revised estimates of financial data prepared by NEA because it was the most current source. Since expenditure data reported to NCES must be certified for use in the U.S. Department of Education formula grant programs (such as Chapter I of the Education Consolidation and Improvement Act), NCES data are not available as soon as NEA estimates.

Further information can be obtained from:

National Education Association—Research
1201 16th Street NW
Washington, DC 20036

United Nations Educational, Scientific, and Cultural Organization

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) conducts annual surveys of education statistics of its member countries. Besides official surveys, data are supplemented by information obtained by UNESCO through other publications and sources. Each year, more than 200 countries reply to the UNESCO surveys. In some cases, estimates are made by UNESCO for particular items such as world and continent totals. While great efforts are made to make them as comparable as possible, the data still reflect the vast differences among the countries of the world in the structure of education. While there is some agreement about the reporting of first- and second-level data, the third level (postsecondary education)

presents numerous substantial problems. Some countries report only university enrollment while other countries report all postsecondary enrollment, including vocational and technical schools and correspondence programs. A very high proportion of some countries' third-level students attend institutions in other countries. While definition problems are many in this sort of study, other survey problems should not be overlooked. The member countries that provide data to UNESCO are responsible for their validity. Thus, data for particular countries are subject to nonsampling error and perhaps sampling error as well. Some countries may furnish only rough estimates while data from other countries may be very accurate. Other difficulties are caused by the varying periodicity of data collection among the countries of the world. In spite of such problems, many researchers use UNESCO data because they are the best available. Users should examine footnotes carefully to recognize some of the data limitations.

More complete information may be obtained from the *Statistical Yearbook* published by UNESCO or from:

Office of Statistics
UNESCO
Place de Fontenoy
75700 Paris, France

The International Association for the Evaluation of Educational Achievement
IEA Reading Literacy Study

In the period 1989–1992, the International Association for the Evaluation of Educational Achievement (IEA) conducted a Reading Literacy Study in 32 systems of education. The study focused on two levels in each of these systems, the grade level where most 9-year-olds were to be found and the grade level where most 14-year-olds were to be found.

To obtain comparable samples of students, multi-stage sampling was used in each country and schools or classes were typically drawn with a probability proportional to the size of the school or class.

Three major domains or types of reading literacy materials assessed at both age levels were as follows:

1. *Narrative prose*: Continuous texts in which the writers' aim is to tell a story—whether fact or fiction. They normally follow a linear time sequence and are usually intended to entertain or involve the reader emotionally. The selected extracts ranged from short fables to lengthy stories of more than 1,000 words.
2. *Expository prose*: Continuous texts designed to describe, explain, or otherwise convey factual information or opinion to the reader. The texts contained, for example, brief family letters and descriptions of animals as well as lengthy treatises on smoking and lasers.
3. *Documents*: Structured information presented in the form of charts, tables, maps, graphs, lists, or sets of instructions. These materials were organized in such a way that students had to search, locate, and process selected facts, rather than read every word of continuous text. In some cases, students were required to follow detailed instructions in responding to such documents.

To obtain raw scores, all correct answers were totaled for each student in each domain. The Rausch procedure was used to produce scales for each domain. Each scale was given a mean of 500 and a standard deviation of 100.

Further information is available in the IEA report *How in the World Do Students Read?* by Warwick B. Elley.

Organization for Economic Cooperation and Development

The Organization for Economic Cooperation and Development (OECD) publishes analyses of national policies in education, training, and economics in 23 countries. The countries surveyed are: Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Ireland, Italy, Japan, Luxembourg, Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States, and Yugoslavia.

Since only developed nations, mostly European, are included in OECD studies, the range of analysis is limited. However, OECD data allow for some detailed international comparisons of financial resources or other education variables to be made for this selected group of countries.

Further information can be obtained from:

OECD
2, rue Andre-Pascal
75775 PARIS CEDEX 16, France

Sources by Indicator

Federal Agency Sources

1. National Center for Education Statistics U.S. Department of Education	Indicator Number
A. Surveys	
National Adult Literacy Survey	31, 59
Financial Statistics of Institutions of Higher Education Survey	55, 56
High School and Beyond	25, 26
High School Transcript Studies	25, 26
International Assessment of Education Progress	17, 18, 19, 23
Integrated Postsecondary Education Data System (IPEDS)	
Fall Enrollment Survey	36, 49, 55
Financial Statistics	55, 56
Institutional Characteristics	55
Degrees Conferred	21, 37, 38, 39
National Assessment of Educational Progress (NAEP)	13, 14, 15, 16
National Education Longitudinal Study of 1988	
Base Year (1988)	46, 47, 48
First Follow-up (1990)	48
Second Follow-up (1992)	25, 26, 43, 44, 46, 47, 48
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Glossary

Academic support: (See Expenditures.)

Adult education: College, vocational, or occupational programs, continuing education or noncredit courses, correspondence courses and tutoring, as well as courses and other educational activities provided by employers, community groups, and other providers.

Advanced degree: Any formal degree attained after the bachelor's degree. Advanced degrees include master's degrees, doctoral degrees, and professional degrees.

Advantaged urban: Students in this group live in metropolitan statistical areas and attend schools where a high proportion of the students' parents are in professional or managerial positions. Schools were placed into this category on the basis of information about the type of community, the size of its population, and an occupational profile of residents provided by school principals participating in the National Assessment of Educational Progress (NAEP).

Appropriations (federal funds): Budget authority provided through the congressional appropriation process that permits federal agencies to incur obligations and to make payments.

Appropriations (institutional revenues): An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Associate's degree: A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Auxiliary enterprises: (See Revenues.)

Average daily attendance (ADA): The aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days that school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered days in session.

Average daily membership (ADM): The aggregate membership of a school during a

reporting period (normally a school year) divided by the number of days that school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered days in session. The average daily membership for groups of schools having varying lengths of terms is the average of the average daily memberships obtained for the individual schools.

Baccalaureate degree: (See Bachelor's degree.)

Bachelor's degree: A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Carnegie unit: A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for one year.

Catholic school: (See Orientation.)

Cohort: A group of individuals who have a statistical factor in common, for example, year of birth.

College: A postsecondary school that offers general or liberal arts education, usually leading to an associate's, bachelor's, master's, doctor's, or first-professional degree. Junior colleges and community colleges are included under this terminology.

Combined elementary and secondary school: A school that encompasses instruction at both the elementary and the secondary levels. Examples of combined elementary and secondary school grade spans would be grades 1–12 or 5–12.

Computer and information science: A group of instructional programs that describes computer and information sciences, including computer programming, data processing, and information systems.

Constant dollars: Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

Consumer price index (CPI): This price index measures the average change in the cost of a fixed-market basket of goods and services purchased by consumers.

Control of institutions: A classification of institutions of elementary/secondary or higher education by whether the institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Core subjects: *A Nation at Risk* asked that all students seeking a diploma be required to enroll in a core curriculum called "New Basics." The core subjects included in this plan are 4 units of English, 3 units of science, 3 units of social studies, 3 units of mathematics, and 0.5 units of computer science.

Cost of college attendance: Cost of living for students attending postsecondary institutions, including: tuition and fees, books, room and board, childcare, transportation, and other miscellaneous expenses.

Current dollars: Dollar amounts that have not been adjusted to compensate for inflation.

Current expenditures per pupil in enrollment: (See Expenditures.)

Current-fund expenditures: (See Expenditures.)

Current-fund revenues: (See Revenues.)

Dependent student: A student who under federal criteria is considered to be financially dependent on her or his parents or guardians. Most full-time students are considered dependent until they are 24 years old.

Disadvantaged urban: Students in this group live in metropolitan statistical areas and attend schools where a high proportion of the students' parents are on welfare or are not regularly employed. Schools were placed into this category on the basis of information about the type of community, the size of its population, and an occupational profile of residents provided by school principals participating in NAEP.

Doctor's degree: An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and

demonstrated ability to perform scholarly research. Other doctorates are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.) musical arts (D.M.A.), business administration (D.B.A.), and engineering (D.Eng. or D.E.S.). Many doctor's degrees in both academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading. (See First-professional degree.)

Dropout: The term is used both to describe an event—leaving school before graduating—and a status—an individual who is not in school and is not a graduate. Transferring schools, for example, from a public to a private school, is not regarded as a dropout event. A person who drops out of school may later return and graduate. At the time the person left school initially, he or she is called a *dropout*. At the time the person returns to school, he or she is called a *stopout*. Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate.

Educational and general expenditures: (See Expenditures.)

Educational attainment: The highest grade of regular school attended and completed.

Elementary school: A school classified as elementary by state and local practice and composed of any span of grades not above grade 8. A preschool or kindergarten school is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

Elementary/secondary school: As reported in this publication, includes only regular schools (i.e., schools that are part of state and local school systems, and also most not-for-profit private elementary/secondary schools, both religiously affiliated and nonsectarian). Schools not reported include subcollegiate departments of institutions of higher education, residential schools for exceptional children, federal schools for American Indians, and federal schools on military posts and other federal installations.

Employed: Includes civilian, noninstitutionalized persons who (1) worked during any part of the survey week as paid employees; worked in their own business, profession, or farm; or worked 15 hours or more as unpaid workers in a family-owned enterprise;

or (2) were not working but had jobs or businesses from which they were temporarily absent due to illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not they were seeking another job.

Engineering and engineering technologies: Instructional programs that describe the mathematical and natural science knowledge gained by study, experience, and practice and applied with judgment to develop ways to utilize the materials and forces of nature economically for the benefit of humanity. Include programs that prepare individuals to support and assist engineers and similar professionals.

English: A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

Enrollment: The total number of students registered in a given school unit at a given time, generally in the fall of a year.

Expected family contribution (EFC): The amount that a family is expected to pay toward meeting costs of postsecondary attendance (students and parents of dependent students are both expected to make contributions). This amount is determined through an analysis of need (for example, the Congressional Methodology) and is based on taxable and nontaxable income and assets as well as family size, the number of family members attending postsecondary institutions, extraordinary medical expenses, and so forth. For dependent students, the EFC consists of both a parental contribution and a separately calculated student contribution. The minimum student contribution in 1988–89 was \$700 for freshmen and \$900 for other undergraduates.

Expenditures: Charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For institutions of higher education, these

include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions other than for retirement of debt, investment in securities, extension of credit, or as agency transaction. Also, government expenditures include only external transactions, such as the provision of prerequisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

Academic support: This category of college expenditures includes expenditures for support services that are an integral part of the institution's primary missions of instruction, research, or public service. Includes expenditures for libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development.

Current expenditures

(elementary/secondary): The expenditures for operating local public schools, excluding capital outlay and interest on school debt. These expenditures include such items as salaries for school personnel, fixed charges, student transportation, school books and materials, and energy costs. Beginning in 1980–81, expenditures for state administration are excluded.

Current expenditures per pupil in enrollment: (See Expenditures.) Current expenditures for the regular school term divided by the total number of students registered in a given school unit at a given time, generally in the fall of a year.

Current-fund expenditures (higher education): Money spent to meet current operating costs, including salaries, wages, utilities, student services, public services, research libraries, scholarships, fellowships, auxiliary enterprises, hospitals, and independent operations. Excludes loans, capital expenditures, and investments.

Educational and general expenditures: The sum of current-fund expenditures on instruction, research, public service, academic support, student services, institutional

support, operation and maintenance of plant, and awards from restricted and unrestricted funds.

Instruction: The category including expenditures of the colleges, schools, departments, and other instructional divisions of higher education institutions, and expenditures for departmental research and public service, which are not separately budgeted. Includes expenditures for both credit and noncredit activities. Excludes expenditures for academic administration where the primary function is administration (e.g., academic deans).

Scholarships and fellowships: This category of college expenditures applies only to money given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or not. Aid to students in the form of tuition or fee remissions is included. College work-study funds are excluded and are reported under the program in which the student is working. In the tabulations in this volume, Pell Grants are not included in this expenditure category.

Expenditures per pupil: Charges incurred for a particular period of time divided by a student unit of measure, such as enrollment, average daily attendance, or average daily membership.

Family income: The combined income of all family members 14 years old and older living in the household for the period of one year. Income includes money income from jobs; net income from business, farm, or rent; pensions; dividends; interest; social security payments; and any other money income.

Federal aid: Student financial aid whose source is the federal government. This aid can either be provided by or administered by a federal agency. Federal agencies providing aid include the Department of Education, Department of Health and Human Services, Department of Defense, Veterans Administration, and the National Science Foundation. Federal aid can be in the form of grants, loans, and work-study aid.

Federal funds: Amounts collected and used by the federal government for the general purposes of the government. There are four types of federal fund accounts: the general fund, special

funds, public enterprise funds, and intragovernmental funds. The major federal fund is the general fund, which is derived from general taxes and borrowing. Federal funds also include certain earmarked collections, such as those generated by and used to finance a continuing cycle of business-type operations.

First-professional degree: A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree is usually based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior-required college work and the professional program itself. By NCES definition, first-professional degrees are awarded in the fields of dentistry (D.D.S or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Pharm.), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

First-time teachers: People who are teaching full time in the nation's school system this year for the first time. These teachers include recent college graduates, former substitute teachers, or people who had other jobs besides teaching either inside or outside of the field of education.

Fiscal year: The yearly accounting period for the federal government, which begins on October 1 and ends on the following September 30. The fiscal year is designated by the calendar year in which it ends; for example, fiscal year 1992 begins on October 1, 1991, and ends on September 30, 1992. (From fiscal year 1844 to fiscal year 1976 the fiscal year began on July 1 and ended on the following June 30.)

Foreign languages: A group of instructional programs that describes the structure and use of language that is common or indigenous to people of the same community or nation, the same geographical area, or the same cultural traditions. Programs cover such features as sound, literature, syntax, phonology, semantics, sentences, prose, and verse, as well as the development of skills and attitudes used in communicating and

evaluating thoughts and feelings through oral and written language.

Free lunch eligibles: Families with school-aged children who fall below the poverty level and have no other significant assets are eligible to receive government assistance in the form of free or reduced-price school lunches.

Full-time enrollment: The number of students enrolled in higher education courses with total credit load equal to at least 75 percent of the normal full-time course load.

Full-time-equivalent (FTE) enrollment: For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of part-time students as reported by institutions. In the absence of an equivalent reported by an institution, the FTE enrollment is estimated by adding one-third of part-time enrollment to full-time enrollment.

Full-time instructional faculty: Those members of the instruction/research staff who are employed full-time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. Full-time counts exclude faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two 4-month sessions; replacements for faculty on sabbatical leave or those on leave without pay; faculty for preclinical and clinical medicine; faculty who are donating their services; faculty who are members of military organizations and paid on a different pay scale from civilian employees; academic officers whose primary duties are administrative; and graduate students who assist in the instruction of courses.

GED recipient: A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation. (See General educational development test.)

General educational development (GED) test: A test administered by the American Council on Education as the basis for awarding a high school equivalency certification.

Geographic region: 1) The four regions used by the Bureau of Economic Analysis of the U.S. Department of Commerce, the National Assessment of Educational Progress, and the National Education Association are as follows (note that the National Education Association designated the Central region as Middle region in its classification):

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

2) The regions used by the U.S. Bureau of the Census in Current Population Survey tabulations are as follows:

<i>Northeast</i>	<i>Midwest</i>
(New England)	(East North Central)
Maine	Ohio
New Hampshire	Indiana
Vermont	Illinois
Massachusetts	Michigan
Rhode Island	Wisconsin
Connecticut	

(Middle Atlantic)

New York
New Jersey
Pennsylvania

South

(South Atlantic)
Delaware
Maryland
District of Columbia
Virginia
West Virginia
North Carolina
South Carolina
Georgia
Florida

(East South Central)

Kentucky
Tennessee
Alabama
Mississippi

(West South Central)

Arkansas
Louisiana
Oklahoma
Texas

(West North Central)

Minnesota
Iowa
Missouri
North Dakota
South Dakota
Nebraska
Kansas

West

(Mountain)
Montana
Idaho
Wyoming
Colorado
New Mexico
Arizona
Utah
Nevada

(Pacific)

Washington
Oregon
California
Alaska
Hawaii

specialized test that applies to the intended field of study.

Grants: Also known as scholarships, these are funds for postsecondary education that do not have to be repaid.

Gross domestic product (GDP): Gross national product less net property income from abroad. Both gross national product and gross domestic product aggregate only the incomes of residents of a nation, corporate and individual, deriving directly from the current production of goods and services. However, gross national product also includes net property from abroad. (See also Gross national product.)

Gross national product (GNP): A measure of the money value of the goods and services available to the nation from economic activity. GNP can be viewed in terms of expenditure categories, which include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing. GNP, in this broad context, measures the output attributable to the factors of production—labor and property—supplied by U.S. residents.

Guidance counselor: (See Staff, elementary/secondary education.)

High school: A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

High school program: A program of studies designed to prepare students for their postsecondary education and occupation. Four types of programs are usually distinguished—academic, vocational, general, and personal use. An academic program is designed to prepare students for continued study at a college or university. A vocational program is designed to prepare students for employment in one or more semiskilled, skilled, or technical occupations. A

Government appropriation: An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Government grant or contract: Revenues from a government agency for a specific research project or other program.

Graduate: An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Graduate record examination (GRE): Multiple-choice examinations administered by the Educational Testing Service and taken by applicants who plan to attend certain graduate schools. Two generalized tests are offered, plus specialized tests in a variety of subject areas. Ordinarily, a student will take only the

general program is designed to provide students with the understanding and competence to

function effectively in a free society, and usually represents a mixture of academic and vocational components. A personal use program provides a student with general skills in areas such as health, religion, and military science.

Higher education: Study beyond secondary school at an institution that offers programs terminating in an associate's, baccalaureate, or higher degree.

Higher education institutions (general definition): Institutions providing education above the instructional level of the secondary schools, usually beginning with grade 13. Typically, these institutions include colleges, universities, graduate schools, professional schools, and other degree-granting institutions.

Higher education price index: A price index that measures average changes in the prices of goods and services purchased by colleges and universities through current-fund education and general expenditures (excluding expenditures for sponsored research and auxiliary enterprises).

Humanities: Instructional programs in the following fields: area and ethnic studies, foreign languages, letters, liberal/general studies, multi-/interdisciplinary studies, philosophy and religion, theology, and the visual and performing arts.

Independent operations: A group of self-supporting activities under control of a college or university. For purposes of financial surveys conducted by the National Center for Education Statistics, this category is composed principally of federally funded research and development centers (FFRDC).

Inflation: An upward movement in general price levels that results in a decline of purchasing power.

Institutional support: The category of higher education expenditures that includes day-to-day operational support for colleges, excluding expenditures for physical plant operations. Examples of institutional support include general administrative services, executive direction and planning, legal and fiscal operations, and community relations.

Instruction: (See Expenditures.)

Instructional staff: Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year. In local schools, includes all public elementary and secondary (junior and senior high) day-school positions that are in the nature of teaching or in the improvement of the teaching-learning situation. Includes consultants or supervisors of instruction, principals, teachers, guidance personnel, librarians, psychological personnel, and other instructional staff. Excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

Labor force: Persons employed as civilians, unemployed, or in the armed services during the survey week. The "civilian labor force" comprises all civilians classified as employed or unemployed. (See Employed and Unemployed.)

Life sciences: Life sciences are instructional programs that describe the systematic study of living organisms. Life sciences include biology, biochemistry, biophysics, and zoology.

Limited English proficient: A concept developed to assist in identifying those language-minority students (children from language backgrounds other than English) who need language assistance services, in their own language or in English, in the schools. The Bilingual Education Act, reauthorized in 1988 (P.L. 100-297), describes a limited-English-proficient (LEP) student as one who

- 1) meets one or more of the following conditions:
 - a) a student who was born outside of the United States or whose native language is not English;
 - b) a student who comes from an environment where a language other than English is dominant; or
 - c) a student who is an American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and
- 2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity

to learn successfully in English-only classrooms.

In practice, many ways of making this determination about an individual student are being used by school systems across the United States. These include various combinations of home language surveys, informal teacher determination, formal interviews, and a number of types of assessment tests for classification, placement, and monitoring of progress.

Literacy: See supplemental note to *Indicator 31*.

Loan: Borrowed money that must be repaid.

Local education agency (LEA): (See School district.)

Master's degree: A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree, for example, the Master of Laws (LL.M.) and Master of Science in various medical specializations.

Mathematics: A group of instructional programs that describes the science of logical symbolic language and its applications.

Metropolitan population: The population residing in metropolitan statistical areas (MSAs). (See Metropolitan statistical area.)

Metropolitan statistical area (MSA): A large population nucleus and the nearby communities that have a high degree of economic and social integration with that nucleus. Each MSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. In New England, towns

and cities, rather than counties, are the basic units. MSAs are designated by the Office of Management and Budget. An MSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. An MSA also includes such additional outlying counties that meet specified criteria relating to metropolitan character and level of commuting of workers into the central city or counties. Specified criteria governing the definition of MSAs recognized before 1980 are published in *Standard Metropolitan Statistical Areas: 1975*, issued by the Office of Management and Budget. New MSAs were designated when 1980 counts showed that they met one or both of the following criteria:

- 1) Included a city with a population of at least 50,000 within their corporate limits; or
- 2) Included a Census Bureau-defined urbanized area (which must have a population of at least 50,000) and a total MSA population of at least 100,000 (or, in New England, 75,000).

Minority: Any racial/ethnic group that is non-white is considered minority. (See Racial/ethnic group.)

Modal grade: The modal grade is the year of school in which the largest proportion of students of a given age are enrolled. Enrolled persons are classified according to their relative progress in school, that is, whether the grade or year in which they were enrolled was below, at, or above the modal (or typical) grade for persons of their age at the time of the survey.

A Nation at Risk: A report published by the U.S. Department of Education in 1983 highlighting deficiencies in knowledge of the nation's students and population as a whole in areas such as literacy, mathematics, geography, and basic science.

Natural sciences: A group of fields of study that includes the life sciences, physical sciences, and mathematics.

Nonmetropolitan residence group: The population residing outside metropolitan statistical areas. (See Metropolitan statistical area.)

Nonsupervisory instructional staff: Persons such as curriculum specialists, counselors,

librarians, remedial specialists, and others possessing education certification but not responsible for day-to-day teaching of the same group of pupils.

Nursery school: (See Preprimary.)

Obligations: Amounts of orders placed, contracts awarded, services received, or similar legally binding commitments made by federal agencies during a given period that will require outlays during the same or some future period.

Orientation (private school): The group or groups, if any, with which a private elementary/secondary school is affiliated, or from which it derives subsidy or support. Such organizations include the following:

Catholic school: A private school over which a Roman Catholic church group exercises some control or provides some form of subsidy. Catholic schools for the most part include those operated or supported by: a parish, a group of parishes, a diocese, or a Catholic religious order.

Other religious school: A private school that is affiliated with an organized religion or denomination other than Roman Catholicism or that has a religious orientation other than Catholicism in its operation and curriculum.

Nonsectarian school: A private school whose curriculum and operation are independent of religious orientation and influence in all but incidental ways.

Other technical/professional fields: A group of occupationally oriented fields, other than business, computer science, education, and engineering, which includes agriculture and agricultural sciences, architecture, communications, communications technologies, home economics, law, library and archival sciences, military sciences, parks and recreation, protective services, and public affairs.

Outlays: The value of checks issued, interest accrued on the public debt, or other payments made, net of refunds and reimbursements.

Part-time enrollment: The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

Percentile (score): A value on a scale of zero to 100 that indicates the percent of a distribution that is equal to or below it. A score in the 95th percentile is a score equal to or better than 95 percent of all other scores.

Personal income: Current income received by persons from all sources minus their personal contributions for social insurance. Classified as "persons" are individuals (including owners of unincorporated firms), nonprofit institutions serving individuals, private trust funds, and private noninsured welfare funds. Personal income includes transfers (payments not resulting from current production) from government and business such as social security benefits and military pensions, but excludes transfers among persons.

Physical sciences: Physical sciences are instructional programs that describe inanimate objects, processes, or matter, energy, and associated phenomena. Physical sciences include astronomy, astrophysics, atmospheric sciences, chemistry, geology, physics, planetary science, and science technologies.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes vocational and adult basic education programs.

Poverty level: Poverty status is based on reports of family income on the March Current Population Survey. Families or individuals with gross incomes below the poverty threshold are classified as below the poverty level. Poverty thresholds in 1992 ranged from \$7,143 for a person living alone to \$28,745 for a family of four or more.

Prekindergarten: (See Preprimary.)

Preprimary: Elementary education programs for children who are too young for first grade. The year before first grade is called kindergarten; the year(s) before kindergarten is called preschool, nursery school, or prekindergarten. Not included in prekindergarten is essentially custodial care provided in private homes. Prekindergarten programs may be provided in regular elementary

schools (with kindergarten, first- and higher grade programs) or in preschools (with only prekindergarten programs.)

Private school or institution: A school or institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government, which is usually not supported primarily by public funds, and is not operated by publicly elected or appointed officials.

Proprietary institution: An educational institution that is under private control but whose profits derive from revenues subject to taxation.

Purchasing power parity: A method of converting other countries' expenditures to U.S. dollars in order to compare expenditure rates. Purchasing power parity indices are calculated by comparing the cost of a fixed-market basket of goods in each country.

Racial/ethnic group: Classification indicating general racial or ethnic heritage based on self-identification, as in data collected by the Bureau of the Census, or on observer identification, as in data collected by the Office for Civil Rights. These categories are in accordance with the Office of Management and Budget standard classification scheme presented below:

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black: A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin except for tabulations produced by the Bureau of the Census, which are noted accordingly.

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

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin except for tabulations produced by the Bureau of the Census, which are noted accordingly.

Reentrants: Teachers who left the school system for a period of time, and have now returned to classroom teaching.

Remedial education: Instruction for a student lacking the reading, writing, or mathematics skills necessary to perform college-level work at the level required by the attended institution.

Revenues: All funds received from external sources, net of refunds, and correcting transactions. Noncash transactions such as receipt of services, commodities, or other receipts "in kind" are excluded as are funds received from the issuance of debt, liquidation of investments, and nonroutine sale of property.

Auxiliary enterprises: This category includes those essentially self-supporting operations that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, college stores, and intercollegiate athletics.

Current-fund revenues (higher education): Money received during the current fiscal year from revenue that can be used to pay obligations currently due, and surpluses reappropriated for the current fiscal year.

Salary: The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

Salary workers: Any person who worked one or more days during the previous year and was paid on the basis of a yearly salary is considered a salary worker.

Scholarships and fellowships: (See Expenditures.)

Scholastic Aptitude Test (SAT): An examination administered by the Educational Testing Service and used to predict the facility with which an individual will progress in learning college-level academic subjects.

School climate: The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

School district: An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are "local basic administrative unit" and "local education agency."

School year: The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

Science: The body of related courses concerned with knowledge of the physical and biological world and with the processes of discovering and validating this knowledge.

Secondary school: A school comprising any span of grades beginning with the next grade following an elementary or middle-school (usually 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Social and behavioral sciences: A group of scientific fields of study that includes anthropology, archeology, criminology, demography, economics, geography, history, international relations, psychology, sociology, and urban studies.

Social studies: A group of instructional programs that describes the substantive portions of behavior, past and present activities, interactions, and organizations of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.

Socioeconomic status (SES): The SES quartile variable used for both High School and Beyond and the National Education Longitudinal Study of 1988 was built using parental education level, parental occupation, family income, and household items. Students were placed in quartiles based on their standardized composite score. By definition, one quarter of each cohort will reside in the bottom SES quartile, even if education levels, income, and the number of persons in more prestigious occupations increase. The terms high, middle, and low SES refer to the

upper, middle two, and lower quartiles of the weighted SES composite index distribution.

Staff assignments, elementary and secondary school:

District administrative support staff: Those personnel that are assigned to the staffs of the district administrators. They may be clerks, computer programmers, and others concerned with the functioning of the entire district.

District administrators: The chief executive officers of education agencies (such as superintendents and deputies) and all others with district-wide responsibility. Such positions may be business managers, administrative assistants, coordinators, and the like.

Guidance counselors: Professional staff whose activities involve counseling students and parents, consulting with other staff members on learning problems, evaluating the abilities of students, assisting students in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for students.

Instructional (teacher) aides: Those staff members assigned to assist a teacher with routine activities associated with teaching (i.e., those activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment, and clerking). Volunteer aides are not included in this category.

Librarians: Staff members assigned to perform professional library service activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and other members of the instructional staff; and guiding individuals in their use of library books and materials that are maintained separately or as part of an instructional materials center.

Other support services staff: All staff not reported in other categories. This group includes media personnel, social workers,

data processors, health maintenance workers, bus drivers, security, cafeteria workers, and other staff.

School administrators: Those staff members whose activities are concerned with directing and managing the operation of a particular school. They may be principals or assistant principals, including those who coordinate school instructional activities with those of the local education agency (LEA) and other appropriate units.

Stopout: (See Dropout.)

Tax expenditures: Losses of tax revenue attributable to provisions of the federal income tax laws that allow a special exclusion, exemption, or deduction from gross income or provide a special credit, preferential rate of tax, or a deferral of tax liability affecting individual or corporate income tax liabilities.

Technical/professional fields: A group of occupationally oriented fields of study, other than engineering and computer science, that includes agriculture and agricultural sciences, architecture, business and management, communications, education, health sciences, home economics, law, library and archival sciences, military sciences, parks and recreation, protective services, and public affairs.

Total expenditure per pupil in average daily attendance: Includes all expenditures allocable to per pupil costs divided by average daily attendance. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Beginning in 1980–81, expenditures for state administration are excluded and expenditures for other programs (summer schools, community colleges, and private schools) are included.

Tuition and fees: A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods.

Type of higher education institutions:

4-year institution: An institution legally authorized to offer and offering at least a

4-year program of college-level studies wholly or principally creditable toward a baccalaureate degree. In some tables a further

division between universities and other 4-year institutions is made. A "university" is a postsecondary institution that typically comprises one or more graduate professional schools. (See also University.)

2-year institution: An institution legally authorized to offer and offering at least a 2-year program of college-level studies that terminates in an associate's degree or is principally creditable toward a baccalaureate degree.

Undergraduate students: Students registered at an institution of higher education in a program leading to a baccalaureate degree or other formal award below the baccalaureate such as an associate's degree.

Unemployed: Civilians who had no employment but were available for work and (1) had engaged in any specific job-seeking activity within the past 4 weeks, (2) were waiting to be called back to a job from which they had been laid off, or (3) were waiting to report to a new wage or salary job within 30 days.

University: An institution of higher education that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties, and is empowered to confer degrees in various fields of study.

Urbanicity:

- (1) In the Schools and Staffing Survey school location is categorized based on the classification in both the Common Core of Data (CCD) and the Quality Education data (QED), as drawn from U.S. Census data and definition. The results are summarized in three variables:

Central city—central city of an MSA (Metropolitan Statistical Area).

Urban fringe/large town—area surrounding a central city but within a county constituting an MSA.

Rural/small town—outside an MSA.

- (2) In the High School and Beyond Survey, urbanicity is classified based on the Curriculum Information Center code as follows:

Urban—within a central city of an MSA.

Suburban—within an MSA but outside the central city area.

Rural—outside a designated MSA.

Vocational education: Organized educational programs, services, and activities that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career, requiring other than a baccalaureate or advanced degree.

Work-study: A generic term for programs designed to provide part-time employment as a source of funds to pay for postsecondary education as well as a federal program that is administered through postsecondary institutions.

Year-round, full-time worker: One who worked primarily at a full-time civilian job for 50 weeks or more during the preceding calendar year.

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