



Section 6

Societal Support for Learning





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Summary: Societal Support for Learning

At the broadest level, this section addresses the contributions made by society and its subgroups—the family, the individual, and employers, and other organizations outside school—to education. Consequently, it combines traditional concerns about financial support for education in schools and colleges with issues of the amounts of time and attention parents devote to their children's learning, the support that exists in the community and other settings such as the workplace for learning, and the consistency of cultural messages about the value of knowledge and learning expressed across these settings. An important theme is the extent to which education is considered to be a private or individual responsibility as distinct from a public or collective responsibility.

PARENTAL AND FAMILY SUPPORT FOR LEARNING

Policymakers, researchers, and educators agree that a family's involvement with education is closely linked to children's success in school (Henderson and Berla 1994). *Indicator 59* shows that the percentage of parents who participated in some way in school events or meetings increased between 1996 and 1999. Such an increase may reflect favorable changes in parental priorities and willingness to exert energy on behalf of their children's learning. Despite the overall increase, however, parental involvement decreases as children move from elementary to middle to high school (*Indicator 59*). This is due partly to the reduced opportunities for involvement as children grow older (NCES 98-091). *Indicator 59* also shows that white students were more likely than black or Hispanic students to have parents who attended a general meeting, attended a school event, or acted as a volunteer or served on a committee in 1999.

Parental perceptions of school environments and practices can also be an indicator of support. Favorable perceptions are positively related to the frequency of a family's involvement at school (NCES 97-327). The percentage of children with parents who reported they were very satisfied with their child's school declined from 1993 to 1999 but remained similar with respect to the child's teachers, the school's academic standards, and the school's order and discipline (*Indicator 60*). Despite this decrease, more than half of children in grades 3-12 had parents who reported they were very satisfied with the learning environment at the schools their children attended in 1999. In addition, parents who selected the school their child attends were more likely to be very satisfied with the schools than parents of children attending assigned schools (*Indicator 46*). The percentages of white and black children with parents who were very satisfied were similar in 1999. Parents of Hispanic students were more likely to be very satisfied than the parents of white and black students (*Indicator 60*).

Family support for learning is demonstrated not only through the support of schools but also by the time and attention they devote to their children's learning outside of school. Among children in grades K-8 in 1999, 19 percent received care from a relative, 7 percent from a nonrelative, 19 percent attended a center-based program, and 12 percent cared for themselves (*Indicator 58*). The remainder received care from their parents. Differences in arrangements for before- and after-school care can affect opportunities for learning social skills and developing interests. Such differences in types and lengths of care children receive before and after school can have both positive and negative effects on their development, such as when young children must take care of themselves before or after school.



Summary: Societal Support for Learning

Continued

Parents and families also impart early literacy skills to their children through direct and indirect means. In 1996, 83 percent of parents reported that a parent or other member of the family read to their 3- to 5-year-old child at least 3 times in the past week, which was an increase from 71 percent in 1991. In 1996, 38 percent of parents also reported that their 3- to 5-year-old child visited the library at least once in the last month (*Indicator 34, Condition of Education 1999*).

FINANCIAL SUPPORT FOR LEARNING

Finances are central to all aspects of education. Inherent in the decentralized system of public education in the United States are differences in “how,” “to whom,” and “how many” public dollars are allocated to schools. Differences in expenditures are of special interest when considering children in particular categories of historical concern, such as minority status, poverty, and other at-risk factors.

Although state governments support elementary and secondary education through more than 15,000 school districts, many of these districts have considerable responsibility for raising school funds, typically through property or other local taxes. Other districts rely primarily on other government units, such as counties, to raise funds for local schools (NCES 98-018 and *Indicator 63*). If districts with less funding per capita are less able to provide a high-quality education to students, the disparity in per-pupil school funding among school districts becomes a legitimate concern among parents, teachers, and practitioners. The proportion of total disparity in average per-pupil instructional spending among school districts due to differences within states declined from 1992-93 to 1996-97 school years (*Indicator 64*), while the proportion of the total variation

in the average instructional spending due to differences among states increased.

Sources of public education funding also vary across regions. School districts in the Northeast have historically relied to a greater degree on local funding than in the West, where schools have relied more on state than on local funding (*Indicator 63*). Between 1991-92 and 1994-95, the West was the only region with an increase in the proportion of local funding, but this increase was not sustained in the two years that followed (*Indicator 63*).

In 1995-96, school districts with the largest concentrations of children living in poverty spent considerably less per student than districts with smaller concentrations (*Indicator 61*). During that same period, public school districts serving metropolitan areas spent more per student for instruction, support services, and capital outlay combined than other districts.

As real personal income per capita has risen in the recent past, public revenue for education per elementary or secondary student has also increased. During the 1990s, however, revenue as a percentage of personal income, adjusted for the number of students and population size, decreased slightly, indicating that a somewhat smaller percentage of personal income is being spent on elementary and secondary education than in the past (*Indicator 62*).

Undergraduate tuition, room, and board have been increasing, making college a greater financial cost for students. In addition, the opportunity costs and loss of potential income associated with not obtaining a postsecondary education have also increased (NCES 98-088). As public effort for postsecondary students in degree-granting institutions has generally de-



Summary: Societal Support for Learning

Continued

clined since 1966 (*Indicator 62*), students and their families have become increasingly responsible for meeting these increased college costs and, as a result, tuition and fees have increased as a proportion of total public revenues for postsecondary education in degree-granting institutions. Faced with the challenge of meeting these costs, how and when parents begin financial planning can affect their children's access to postsecondary education and their choice of institutions to attend. In 1999, 93 percent of parents of students in grades 6–12 expected their children to continue their education after high school, and 60 percent of parents surveyed had started saving money or making financial plans for their children's further education (*Indicator 66*).

In addition, the percentage of high school seniors who reported they would definitely complete a bachelor's degree increased considerably between 1980 and 1997 (*Indicator 24*). The high percentage of parents expecting their children to enroll in postsecondary education underscores the risks that "first-generation" students face (*Indicator 56, Condition of Education 1999*). First-generation students, who are the first members of their families to enroll in any education beyond high school, are more likely than their peers to be from a low-income family, have lower achievement (as measured by the Collegiate Assessment of Academic Proficiency), and have lower overall degree aspirations (NCES 98–082). Low-income families rarely have savings or assets against which to borrow and are unlikely to have enough to pay

for this postsecondary education with their current income.

The price of college attendance can also affect a student's access to postsecondary education. Students and their families are responsible for the net price of college attendance, which is the difference between the total price of attendance and grants received. In 1995–96, the net price varied based on the type of institution attended and family income; the net price was less for low and lower middle income students than for upper middle and high income students (*Indicator 67*). Nevertheless, a family at the 20th income percentile would be required to spend 32 percent of its income to pay for tuition, room, and board at an average-priced public college or university in 1995 and 89 percent at an average-priced private one (NCES 1999–022).

Total expenditures per full-time-equivalent (FTE) student increased about 16 percent between 1980 and 1992 at public institutions. In contrast, expenditures rose much more (about 43 percent) at private institutions during the same period (NCES 95–769). In 1995–96, instructional expenditures per FTE student varied depending on the number of graduate and first-professional students enrolled in the institution (*Indicator 65*). Although instructional costs per FTE student were comparable among primarily undergraduate institutions, instructional expenditures per FTE student varied more and were higher among research universities and doctoral institutions.





Family Support

Before and After School Care

Among children in grades K–8 who received care on a regular basis from someone other than a parent before and after school in 1999, more received care from a relative or attended a center-based program than received care from a nonrelative or cared for themselves.

Many children spend the time before or after school either alone or in the care of someone other than a parent. The manner in which a child spends this time may influence the development of both social skills and the ability to form relationships with other people (McCartney and Clarke-Stewart 1999).

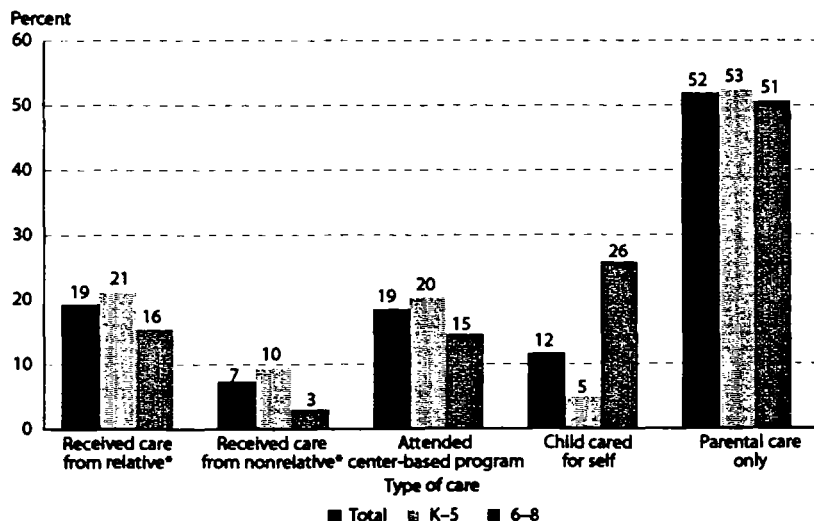
Among children in grades K–8, 19 percent received care from a relative, seven percent received care from a nonrelative, 19 percent attended a center-based program, and 12 percent cared for themselves in 1999. In contrast, about half of children in grades K–8 received before and after school care from a parent.

Black children were more likely to receive nonparental before or after school care than white or Hispanic children. Black and Hispanic children were more likely than white children

to receive care from a relative. In addition, black children were more likely to attend center-based programs than white or Hispanic children. The percentage of children who received care from a nonrelative or who cared for themselves was similar across racial-ethnic groups in 1999.

The percentage of children who received care from a relative was greater for poor children than for nonpoor children. Whereas poor and nonpoor children were equally likely to have attended a center-based program, nonpoor children were more likely to care for themselves. The percentage of children who received care from a nonrelative, attended a center-based program, or cared for themselves was generally similar, regardless of parents' highest education level (see supplemental table 58-1).

BEFORE AND AFTER SCHOOL CARE: Percentage of children in grades K–8 who received various types of care before and after school: 1999



* Care received from a relative or nonrelative may be provided inside or outside of the child's home.

NOTE: The National Household Education Survey (NHES) asked parents or guardians about the type of care received by the child on a regular basis before or after school. "Received care from a relative" includes care received from someone other than the parent or guardian. See the glossary for the definitions of the types of care arrangements. Percentages may not add to 100.0 because children can be included in more than one type of care arrangement.

SOURCE: U.S. Department of Education, NCES, National Household Education Survey (NHES), 1999 (Parent Interview Component).

FOR MORE INFORMATION:

Supplemental Notes 2,3

Supplemental Table 58-1

McCartney and Clarke-Stewart 1999





Family Support

Parental Involvement in Schools

The levels of parental involvement in American elementary and secondary education are relatively high, but the frequency of such participation depends on the child's grade in school as well as parental income and educational attainment.

Effective parental involvement in education requires a working partnership among parents, teachers, and administrators. Many schools actively encourage parents to increase their involvement in their children's education. Parental involvement can include attendance at a general meeting (open houses or back-to-school nights), a scheduled meeting with a teacher (parent-teacher conferences), a school event (class plays, sports, or science fairs), or acting as a volunteer or committee member.

In both 1996 and 1999, at least 90 percent of children had parents who participated in at least one of these activities. However, parents in both years were least likely to participate in the activity that required the most time—acting as a volunteer or serving on a committee (see supplemental table 59-1).

Parental involvement typically is lower for children in higher grades. As an illustration, in both years, at least 86 percent of children in

grades K–5 had parents who reported that they had attended a scheduled meeting with a teacher. In contrast, among children in grades 6–8 and 9–12 about 70 percent and 50 percent, respectively, had parents who reported attendance at such a meeting.

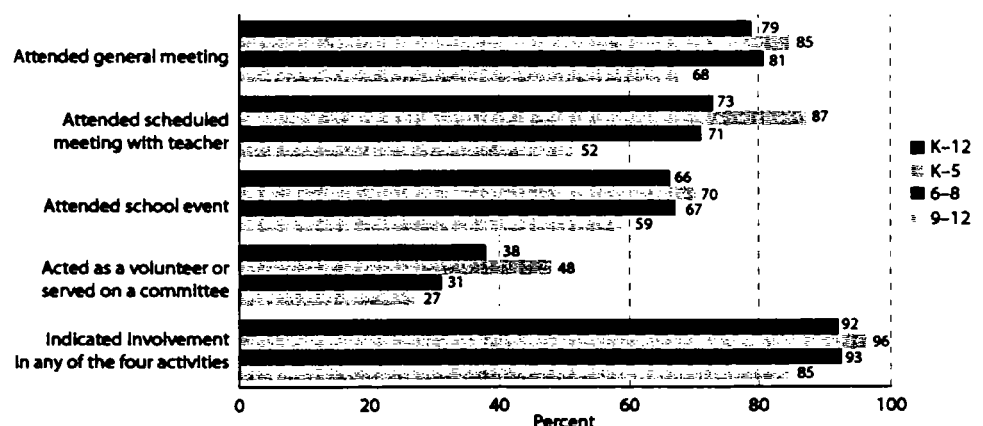
Parents' involvement is related to household income and their level of education. As household income and educational attainment increase, the percentage of students whose parents reported attending a general or a scheduled meeting with a teacher, attending a school event, or serving as a volunteer or committee member also increases.

Among racial-ethnic groups, white students are more likely than black and Hispanic students to have parents who report participation in school activities. Black and Hispanic students were equally likely to have parents who participated in the four categories of activities.

NOTE: Ungraded students or children who were home schooled were not included in this analysis; these students accounted for 1.6 percent of students in grades K–12.

SOURCE: U.S. Department of Education, NCES, National Household Education Survey (NHES), 1999 (Parent and Family Involvement in Education Component).

PARENTAL INVOLVEMENT: Percentage of students in grades K–12 whose parents reported involvement in specific activities in their child's school: 1999



FOR MORE INFORMATION:
Supplemental Note 2
Supplemental Table 59-1

Community Support

Parents' Attitudes Toward Schools

In 1999, at least half of children in grades 3–12 had parents who reported that they were very satisfied with their child's school, their child's teacher, the school's academic standards, and the school's order and discipline.

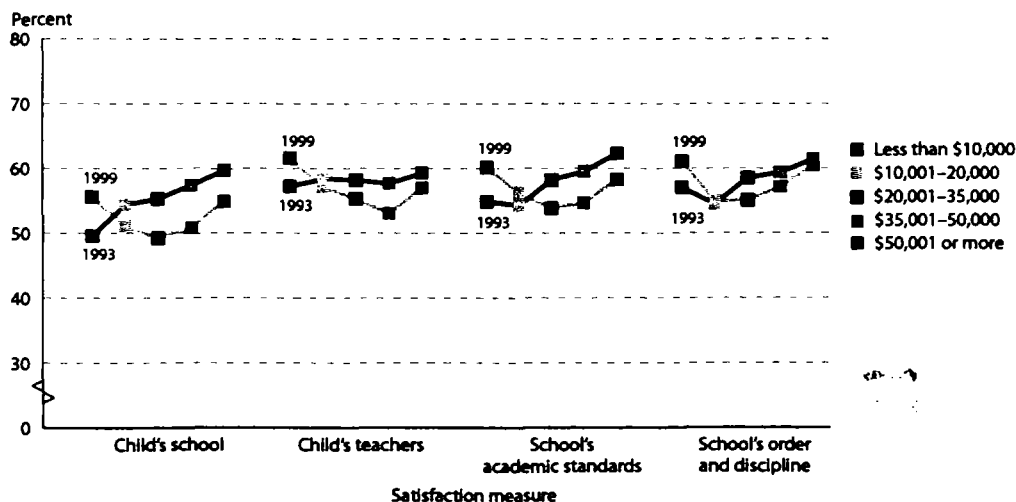
Parents' opinions of their children's schools provide an indicator of the perceived relative health of U.S. education. Examining parents' level of satisfaction with schools can help to define perceived problems within America's schools and focus reform efforts on those issues.

The percentage of children in grades 3–12 with parents who reported they were very satisfied with their child's school decreased from 56 percent in 1993 to 53 percent in 1999. In contrast, the percentage of those with parents who reported they were very satisfied with their child's teacher, the school's academic standards, and the school's order and discipline remained similar. In 1993, the percentage of children with parents who were very satisfied with their child's school, the school's academic standards, and the school's order and discipline was higher as household income increased. This relationship was not evident in 1999. The percentage

of children with parents who were very satisfied with these three areas in 1993 was higher among those with higher and lower family income levels and lower among those at the middle income levels (see supplemental table 60-1).

In 1993, black children in grades 3–12 were less likely than their white peers to have parents who reported that they were very satisfied with these four measures. However, between 1993 and 1999, the percentages of white children with parents who reported being very satisfied decreased, while the percentages of black children with very satisfied parents remained similar. Due to these changes, the percentages of white and black children with very satisfied parents were similar in 1999. Among all racial-ethnic groups in 1999, Hispanic children had the highest percentage of parents who were very satisfied with the four areas assessed (see supplemental table 60-1).

ATTITUDES TOWARD SCHOOL: Percentage of children in grades 3–12 whose parents were very satisfied with various aspects of their schools, by family income: 1993 and 1999



SOURCE: U.S. Department of Education, NCES, National Household Education Survey (NHES), 1993 and 1999 (Parent Interview Component).

FOR MORE INFORMATION:
Supplemental Note 2
Supplemental Table 60-1





Financial Support

Public Elementary and Secondary Expenditures

Public school expenditures vary depending upon the poverty level and metropolitan status of school districts.

School districts with the smallest concentrations of children living in poverty spent more per student for instruction and support services than districts with larger concentrations of poverty. Public school districts serving central cities spent more per student for instruction, support services, and capital outlay combined than districts in other types of metropolitan areas.

School districts with less than two percent of children living below the poverty level spent an average of \$3,753 per student on instruction in 1995–96, while districts with a higher percentage spent less. This same pattern is evident with support services. The districts with the lowest poverty levels spent an average of \$2,074 per pupil on support services, while higher-poverty districts spent less than \$2,000 per pupil. Average per-pupil expenditures on capital outlay ranged between \$529 and \$701.

School districts primarily serving a central city spent more per pupil on instruction, support services, and capital outlay than districts that

did not serve a metropolitan area in 1995–96. Average per-pupil expenditures on instruction, support services, and capital outlay by public elementary and secondary schools primarily serving a central city were \$3,607, \$1,958, and \$567, respectively. The same figures for public schools that did not serve a metropolitan area were \$3,168, \$1,663, and \$558, respectively. These differences may be partially due to differences in the costs of living or other factors between central cities and nonmetropolitan areas.

Geographically cost-adjusted expenditures on instruction, support services, and capital outlay were considerably less for school districts that did not serve a metropolitan area than the cost-adjusted expenditures for school districts serving a metropolitan area. Average per-pupil expenditures for instruction, support services, and capital outlay were similar between school districts serving a metropolitan area but not a central city and those primarily serving a central city.

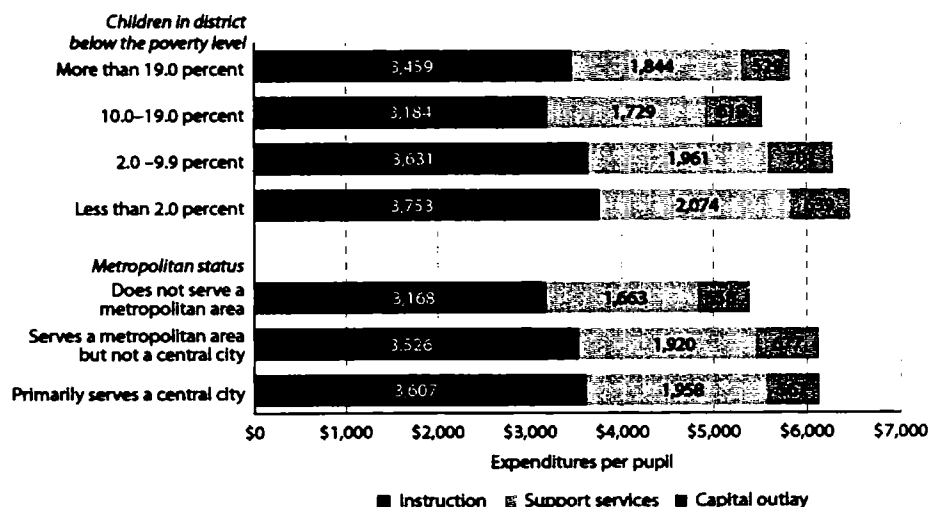
NOTE: In the Common Core of Data (CCD), poverty is defined by a set of money-income thresholds determined by the Bureau of the Census that vary by family size and composition. If a family's total income is less than that family's threshold, then that family, and every individual in it, is considered to be poor.

SOURCE: U.S. Department of Education, NCES, Common Core of Data, "Public School District Universe Survey," 1995–96, and "Public School District Financial Survey," 1995–96.



FOR MORE INFORMATION:
Supplemental Tables 61-1, 61-2

PUBLIC FINANCIAL SUPPORT: Public school district expenditures per student, by function, poverty level, and metropolitan status: School year 1995–96





Financial Support

National Indicators of Public Effort

Public revenues per student have increased at the elementary/secondary level in recent years but not as fast as personal income per capita. Because public revenues per student for postsecondary education in degree-granting institutions have remained relatively unchanged since the mid-1960s, the public funding of postsecondary education has also not risen as fast as personal income per capita.

The level of public investment in education can be measured in a number of ways. Two are considered here: public revenue for education per student and the ratio of revenue for education per student to per capita personal income. The latter measure is revenue raised for the education of students relative to taxpayers' capacity to provide these resources.

Since 1930, real personal income per capita has generally risen. This coincides with increased public revenue for education per elementary/secondary student adjusted for inflation, except for a temporary decline in the early 1980s. Recently, total public revenues for elementary and secondary education as a percentage of personal income, adjusted for the number of students and population size, has decreased, although it is still higher than it was between 1930 and 1988.

The pattern for postsecondary education has been different. Since 1966, public revenue per postsecondary student in degree-granting institutions has fluctuated within a relatively narrow band, with the exception of the low point in the early 1980s.

The ratio of revenue per postsecondary student in degree-granting institutions to per capita personal income was highest in 1966. Since then, it has generally declined, except for a brief period during the mid-1980s. Since the early 1980s, this decline in public effort has coincided in public institutions with an increase in private effort. Tuition and fees charged to students as individuals by public, degree-granting postsecondary institutions increased from 13 percent of the total revenues in 1980 to 19 percent in 1996, while the proportion coming from state appropriations decreased from 44 percent to 32 percent in the same period (NCES 2000-031).

PUBLIC FINANCIAL SUPPORT: Indicators of public effort to fund education (in constant 1998 dollars), by level: Selected school years ending 1930-97

School year ending	Per capita personal income*	Public education revenue per student*		Per student revenue as a percentage of per capita personal income	
		Elementary/secondary	Postsecondary education	Elementary/secondary	Postsecondary education
1930	\$6,609	\$709	\$1,490	10.7	22.5
1940	6,958	949	1,671	13.6	24.0
1950	9,536	1,325	2,745	13.9	28.8
1960	12,784	2,021	3,881	15.8	30.4
1966	15,703	2,697	4,923	17.2	31.3
1970	17,340	3,435	5,390	19.8	31.1
1980	20,153	4,400	4,742	21.8	23.5
1984	21,506	4,531	4,492	21.1	20.9
1988	23,723	5,293	5,225	22.3	22.0
1992	24,169	5,910	4,929	24.5	20.4
1994	24,538	5,982	5,043	24.4	20.6
1996	25,376	6,066	5,223	23.9	20.6
1997	25,954	6,145	—	23.7	—

— Not available.

* See Supplemental Note 3 for information on the Consumer Price Index (CPI).

NOTE: Public funds for postsecondary education may be used at both public and private institutions. Enrollment in both publicly and privately controlled degree-granting institutions is included. For more information about the calculation of this indicator, see Supplemental Note 15. Data for additional years appear in Supplemental Table 62-1.

SOURCE: U.S. Department of Education, NCES. *Digest of Education Statistics 1999* (NCES 2000-031); U.S. Department of Education, NCES. *120 Years of American Education: A Statistical Portrait* (NCES 93-442), 1993.

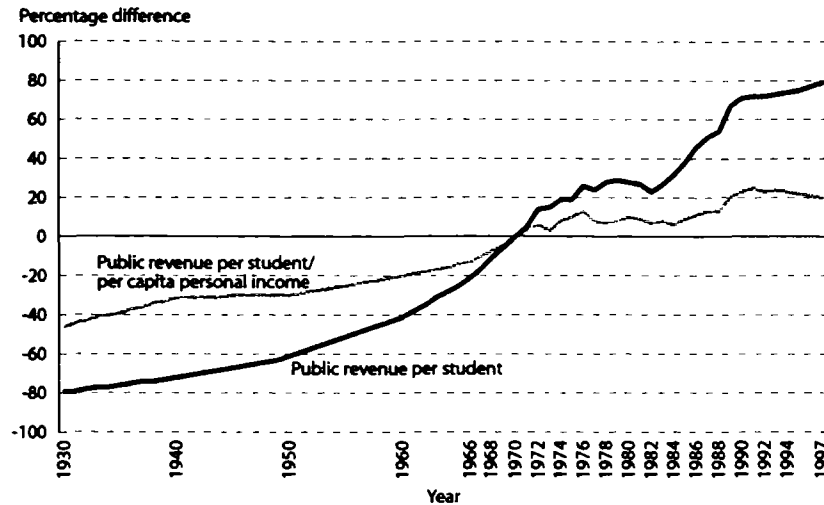
FOR MORE INFORMATION:
Supplemental Notes 3, 5, 14
Supplemental Table 62-1



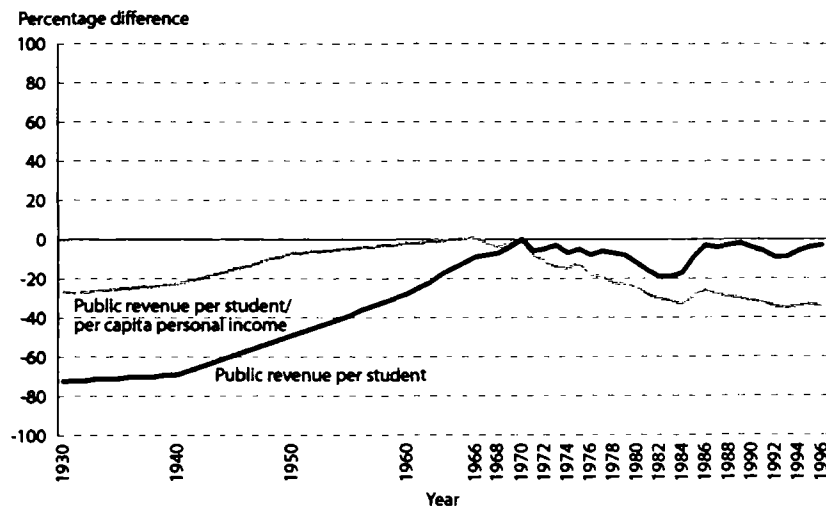
NCES 2000-031, NCES 93-442



PUBLIC FINANCIAL SUPPORT: Indicators of public effort to fund elementary and secondary education as a percentage of 1970 values: Selected years 1930–97



PUBLIC FINANCIAL SUPPORT: Indicators of public effort to fund postsecondary education at degree-granting institutions as a percentage of 1970 values: Selected years 1930–96



FOR MORE INFORMATION:
Supplemental Table 62-1
NCES 93-442, NCES 2000-031



Financial Support

Change in the Sources of Public School Financing

Differences in the proportion of local to state and federal funding generally persist across the United States, with some changes in revenue sources occurring mainly in the West and Midwest.

Local funding and control of public education may be seen as essential to maintaining public commitment to local schools and ensuring that education reflects community values and aspirations. On the other hand, reliance on local funding to maintain this relationship between the community and public schools may be viewed as leading to inequities in the financing of education because of differences in local wealth. At the same time, school districts with higher levels of state funding may be more vulnerable to funding shortfalls during economic recessions than districts with higher proportions of local funding, because local property taxes provide relative stability compared to the sales and income taxes upon which states tend to depend to fund low wealth school districts (Monk and Brent 1997). Over the years these conflicting factors and concerns have resulted in different proportions of state and local funding among the states.

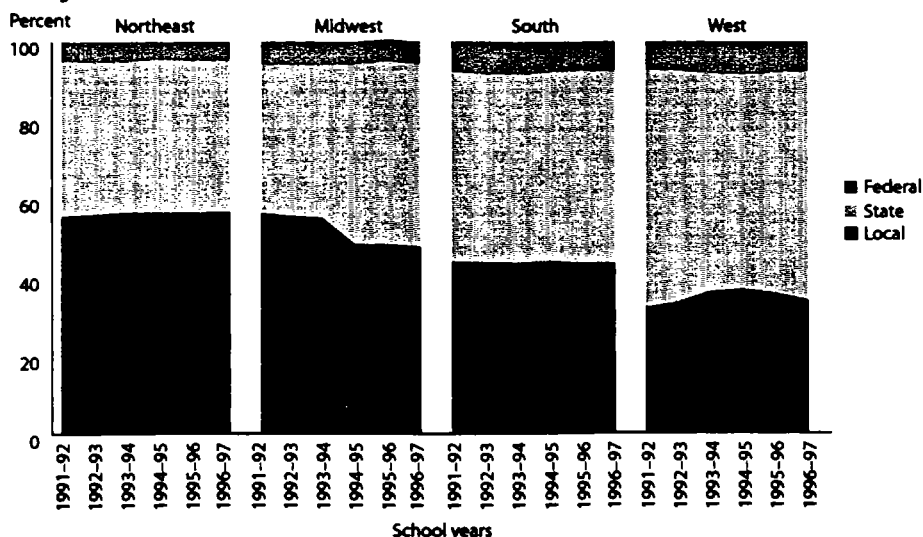
This indicator provides an overview of the proportion of school revenue derived from local sources, from 1991–92 to 1996–97, for each

region of the United States. The percentage of federal funding over this period remained similar between 1991–92 and 1996–97, accounting for about seven percent of funding nationwide (see supplemental table 63-1). Therefore, local and state funding in this indicator are inversely related: increases in local funding mean less state funding and vice versa.

During this period the only increases in local funding occurred in the West between 1991–92 and 1994–95 where schools have historically relied more on state funding than local funding. The only decrease in local funding occurred in the Midwest, where local funding dropped between 1993–94 and 1994–95 and has remained at the lower level since. This decrease coincides with reduction of the property tax in Michigan.

In the Northeast and South no shifts in funding were observed. Historic funding differences—whereby the Northeast has relied to a greater degree on local funding than the South—persisted.

PUBLIC FINANCIAL SUPPORT: Percentage distribution of revenues for public elementary and secondary schools, by source of funds and region: 1991–92 to 1996–97



NOTE: See the Supplemental Note 4 for a list of states that comprise each region. Includes a relatively small amount from nongovernmental private sources (gifts, tuition and transportation fees from patrons).

SOURCE: U.S. Department of Education, NCES, Common Core of Data, "Public School District Universe Survey," 1991–92 through 1996–97, and "Public School District Financial Survey," 1991–92 through 1996–97.

FOR MORE INFORMATION:
Supplemental Notes 3, 4
Supplemental Table 63-1
Monk and Brent 1997



Financial Support

Disparity in Public School Finance

The proportion of the differences in per pupil expenditures on instruction that exists among states as opposed to within states increased between 1992–93 and 1996–97.

In recent years, a goal of educational reform in the states has been to reduce the differences in funding per pupil among school districts. An assumption of these reform efforts has been that districts with fewer resources to spend are less able to provide high quality of education to their students than districts with more resources (NCES 98–212). One way to examine disparities in school funding is to compare differences in the average level of per pupil funding per district among states and within states.

Examination of the average per pupil expenditures on instruction of school districts between 1992–93 and 1996–97 shows that the disparity in per pupil spending due to differences within states declined from 45 percent of the

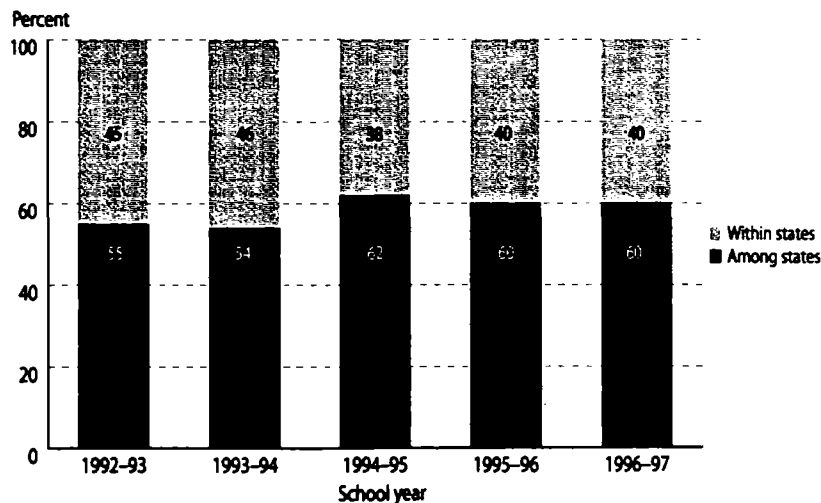
total variation nationally in 1992–93 to 38 percent in 1994–95. Between 1994–95 and 1996–97, the proportion of the differences in per pupil expenditures attributable to within-state differences increased slightly but still remained less than in 1992–93 or 1993–94. The school year Consumer Price Index (CPI) was used to adjust expenditures to 1996 constant dollars.

Conversely, the proportion of the disparity in per pupil instructional expenditures due to differences among states rose from 55 percent of the total variation nationally in 1992–93 to 62 percent in 1994–95 and stayed between 60 and 62 percent through 1996–97.

NOTE: Disparity measures for within states and among states, and the relative shares of each, were calculated using analysis of variance (ANOVA). See Supplemental Note 15 for an explanation of ANOVA. Only instructional expenditures and unified school districts are included in the analysis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Elementary-Secondary School District Finance Data Files, 1992–93 to 1996–97.

FINANCE INEQUALITY: Percentage distribution of disparity in per-pupil instructional expenditures among and within states: School years 1992–93 to 1996–97



FOR MORE INFORMATION:

Supplemental Notes 3, 15

Supplemental Table 64–1

NCES 98–212, NCES 2000–020



Financial Support

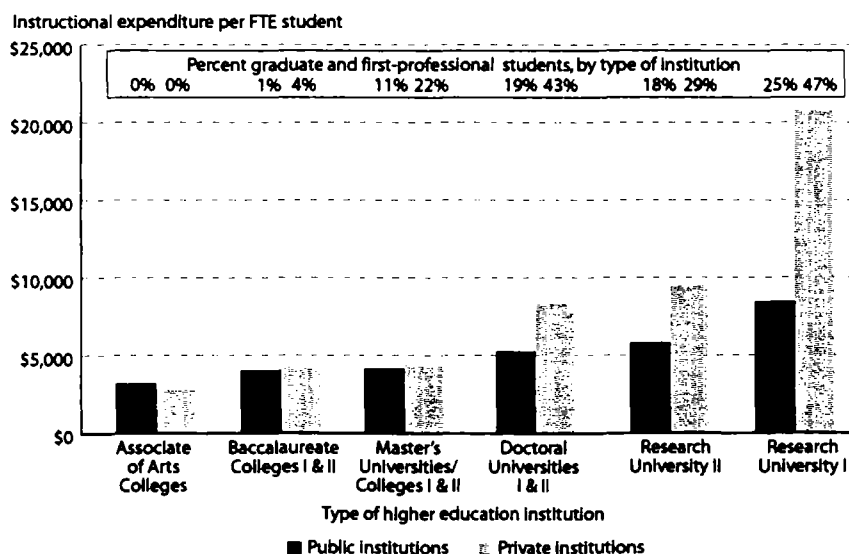
Instructional Expenditures for Postsecondary Education

The instructional expenditures per student of colleges and universities vary depending on the percentage of graduate and first-professional students enrolled.

Due to increasing tuition, the cost of postsecondary education is an important issue for college administrators, policymakers, and the public. (NCES 1999-036, table 311, and National Commission on the Cost of Higher Education 1998). Undergraduate education costs, however, are difficult to determine because many postsecondary expenses (e.g., libraries, faculty, maintenance) cannot easily be apportioned among undergraduate and graduate students. This indicator sorts out some relationships between institutional expenditures for instruction per full-time-equivalent (FTE) student and the graduate and undergraduate enrollments of different types of degree-granting, 2- and 4-year postsecondary institutions.

Expenditures for instruction per FTE student averaged across institutions are comparable among primarily undergraduate institutions (i.e., institutions classified as Master's, Baccalaureate, and Associate of Arts institutions, where undergraduates constitute between 84 and 100 percent of the student body on average). The average instructional expenditure per FTE student per institution ranges from \$3,157 among Associate of Arts institutions to \$4,302 among Master's institutions. By contrast, the average cost of instruction per FTE student among institutions with large numbers of graduate students varies greatly between Research I institutions (where it is \$12,645) and Research II and Doctoral institutions (where it is \$6,935 and \$6,593, respectively).

HIGHER EDUCATION EXPENDITURES: Instructional expenditures per full-time-equivalent (FTE) student in degree-granting, 2- and 4-year postsecondary institutions: 1995-96



NOTE: See Supplemental Note 5 for definitions of the institutional classifications used.

SOURCE: U.S. Department of Education, NCES, 1995 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:1995) and 1995-96 "Finance Survey" (IPEDS-F: FY 1996).

FOR MORE INFORMATION:

Supplemental Notes 3, 5

Supplemental Tables 65-1, 65-2

NCES 1999-036





Financial Support

Financial Preparation for Postsecondary Education

The parents of nearly all 6th- through 12th-graders expect their children to continue their education after high school. More high school students have parents who prepare financially than do students in earlier grades.

Paying for postsecondary education is usually considered to be primarily the family's responsibility to the extent that they can afford to do so. Financial aid programs provide help to those lacking the necessary financial resources. How and when families begin preparing financially may affect their children's access to postsecondary education and the range of institutions they can attend.

In 1999, parents of 93 percent of students in grades 6–12 expected their children to continue their education after high school, although not all had begun preparing financially. Among students in these grades whose parents expected them to go on to postsecondary education, parents of 55 percent reported that they had

obtained information on or an estimate of the cost of tuition and fees, 60 percent had started saving money or making other financial plans, and 38 percent had talked with someone or read materials about financial aid. Parents of 30 percent of the students had heard of the Lifetime Learning or the Hope Scholarship tax credits (see the glossary for definitions).

Parents of some students in grades 6–8 had engaged in these preparatory activities, but in each case, parents of more students in grades 9–12 had done so. In addition, the lower the family income, the less likely students in grades 6–12 generally were to have parents making any of these financial preparations for their children's postsecondary education.

SOURCE: U.S. Department of Education, NCES, National Household Education Survey (NHES), 1999 (Parent Interview Component).

FINANCIAL PREPARATION: Percentage of students in grades 6–12 whose parents reported that their children would continue education after high school, and of those students, percentage whose parents reported having taken various steps to prepare to pay for their children's postsecondary education, by grade and family income: 1999

Grade and family income	Percentage of students whose parents reported that they expected their children to continue education after high school	Of students whose parents expected them to go on to postsecondary education, percentage whose parents reported that they had			
		Obtained information/had an estimate of tuition and fees	Started saving money/making financial plans	Talked with someone/read materials about financial aid	Heard of Lifetime Learning or Hope Scholarship tax credits
Total	93.3	55.2	60.3	38.4	29.7
Grade					
6–8	94.9	45.7	57.9	27.0	27.6
9–12	92.1	62.7	62.2	47.4	31.4
Family income					
\$25,000 or less	89.1	35.2	38.5	31.5	19.8
25,001–50,000	92.7	50.9	58.2	38.7	27.6
50,001–75,000	95.6	66.2	69.2	43.1	33.9
Over \$75,000	97.6	75.4	81.5	42.4	40.4

Financial Support

Net Price of College Attendance

One definition of the net price of college attendance is the amount that students pay using their own or borrowed funds. Net price varies by the type of institution students attend and by family income.

The price of college attendance, including tuition and fees, room and board, books, and other expenses, may affect a student's access to college. Some students receive grants from federal, state, institutional, or private sources to help pay these expenses. Students are responsible for the difference between the total price of attendance and grants, which is called the "net price." Students cover this amount with their own financial resources, help from their families, or borrowing.

The price of attendance for dependent full-time, full-year undergraduates varies by institution type. In 1995–96, the average total price was \$20,000 at private, not-for-profit 4-year institutions, compared with \$10,800 at public 4-year institutions and \$6,800 at public 2-year institutions. The average net price of attendance—total price reduced by all grants—was

\$15,100 at private, not-for-profit 4-year institutions, \$9,400 at public 4-year institutions, and \$6,100 at public 2-year institutions. Because grants are generally need based, taking into account total price and family financial resources, the net price of attendance was less for low- and lower middle-income students than for upper middle- and high-income students at 4-year institutions.

Among other strategies, students can use loans and employment to pay the net price of attendance. The average amount students borrowed ranged from \$2,400 at private, not-for-profit 4-year institutions, to \$1,600 at public 4-year institutions, to about \$300 at public 2-year institutions. Students from public 2-year institutions contributed the most from earnings, on average, and students from private, not-for-profit 4-year institutions, the least.

PRICE OF ATTENDING AND AID: Average price of college attendance and student financial aid for dependent full-time, full-year undergraduates, by type of institution and family income: Academic year 1995–96

Type of institution and family income	Tuition/fees	Total price	Grants	Net price	Student loans	Student earnings
Total	\$6,067	\$12,603	\$2,222	\$10,379	\$1,584	\$3,018
Public 4-year	3,918	10,759	1,394	9,367	1,564	2,912
Low income	3,586	10,219	3,195	7,021	1,896	2,759
Lower middle	3,649	10,396	1,540	8,855	2,150	3,256
Upper middle	3,767	10,555	690	9,865	1,453	3,104
High income	4,541	11,674	494	11,187	921	2,565
Private, not-for-profit 4-year	13,250	20,003	4,934	15,069	2,403	2,248
Low income	11,709	18,155	6,990	11,165	2,830	2,301
Lower middle	12,641	19,156	6,779	12,377	3,049	2,490
Upper middle	13,316	19,999	4,692	15,310	2,632	2,254
High income	14,661	21,832	2,472	19,359	1,510	2,064
Public 2-year	1,316	6,761	694	6,069	263	4,226
Low income	1,202	6,369	1,750	4,621	276	4,375
Lower middle	1,315	6,883	556	6,326	311	4,159
Upper middle	1,416	6,954	188	6,766	303	4,087
High income	1,331	6,849	141	6,708	112	4,262

NOTE: Limited to students who attended only one institution. Averages include zero values. Income categories are described in *Supplemental Note 17*. In 1995–96, 49 percent of all undergraduates were considered financially dependent for financial aid purposes, and 58 percent of dependent students enrolled full-time, full-year.

SOURCE: U.S. Department of Education, NCES, National Postsecondary Student Aid Study (NPSAS:1996), Undergraduate Data Analysis System.

FOR MORE INFORMATION:

Supplemental Note 16

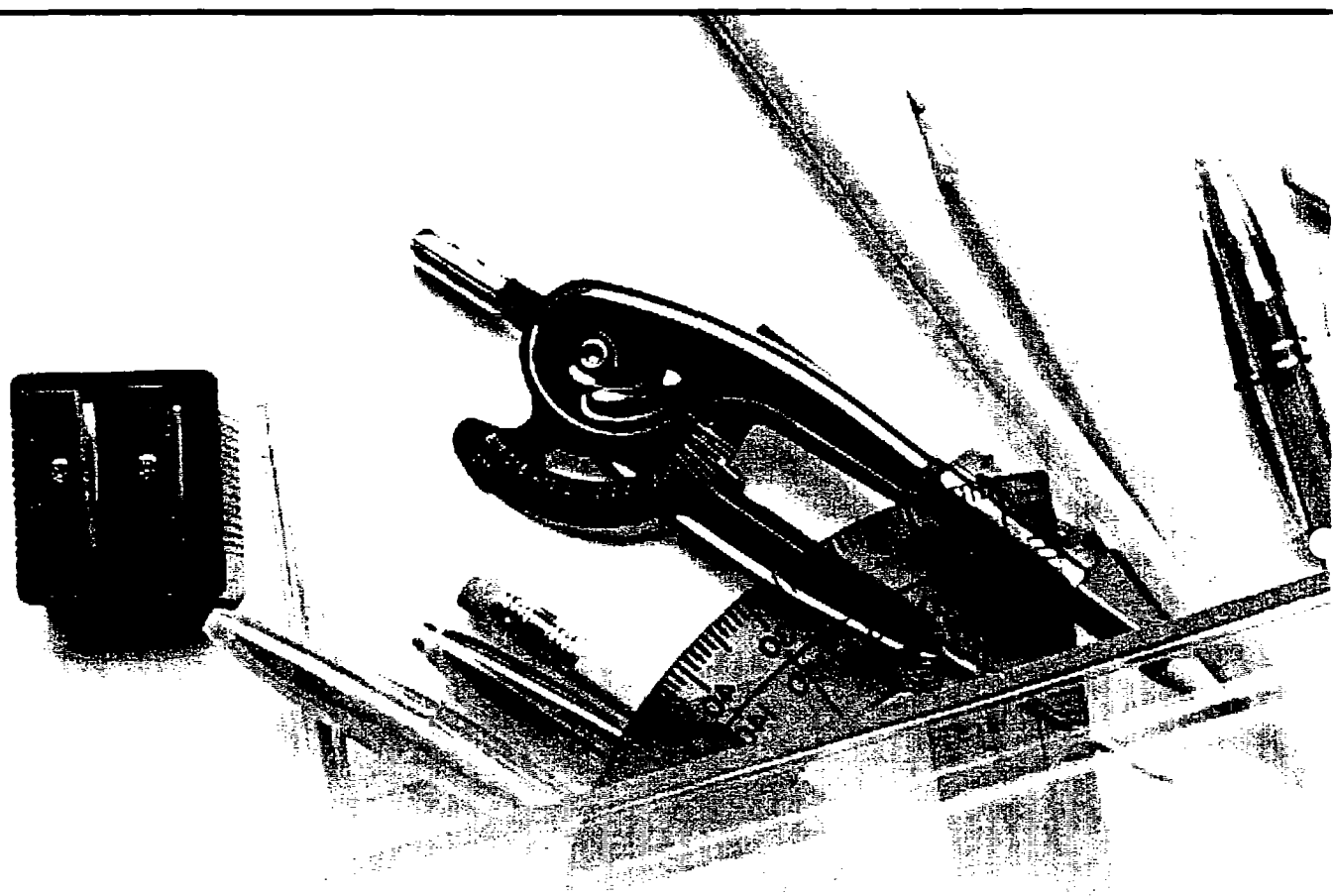
NCES 98–080

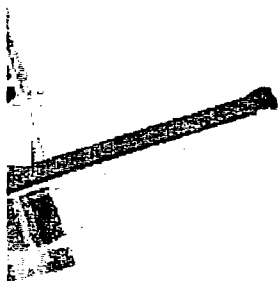




Appendix 1

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Educational Enrollment Rates, by Age

Table 1-1 Percentage of the population enrolled, by age and level: October 1970–98

October	Prekindergarten and kindergarten 3- to 5-year-olds	Elementary and secondary 6- to 17-year-olds	Postsecondary education institutions	
			18- to 24-year-olds	25- to 34-year-olds
1970	37.5	98.1	25.7	5.5
1971	39.1	98.2	26.2	6.2
1972	41.6	97.7	25.5	6.6
1973	40.9	97.5	24.0	6.5
1974	45.2	97.5	24.6	7.5
1975	48.7	97.7	26.3	8.1
1976	49.2	97.7	26.7	7.9
1977	49.5	97.7	26.1	8.6
1978	50.3	97.7	25.3	7.7
1979	51.1	97.6	25.0	7.8
1980	52.5	97.5	25.7	7.6
1981	51.2	97.8	26.1	7.7
1982	51.7	98.0	26.6	7.7
1983	52.5	98.2	26.2	7.8
1984	51.6	97.9	27.1	7.5
1985	54.6	98.1	27.8	7.5
1986	54.9	98.1	27.9	7.1
1987	54.6	97.9	29.6	7.0
1988	54.4	98.1	30.3	6.9
1989	54.6	98.1	30.9	7.2
1990	(*)	98.4	32.0	7.4
1991	55.7	98.5	33.3	7.8
1992	55.5	98.5	34.4	7.5
1993	55.1	98.5	34.0	7.5
1994	61.0	98.4	34.6	8.3
1995	61.8	98.0	34.3	8.2
1996	61.2	96.8	35.5	8.6
1997	64.9	98.2	36.8	8.3
1998	64.5	97.9	36.5	8.8

* Comparable data were not available for children ages 3 and 4 due to changes in survey procedures; see *Supplemental Note 1* for more information.

NOTE: Prekindergarten and kindergarten includes nursery schools. "Higher education institutions" includes regular programs in 2- and 4-year colleges and universities only. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted; see *Supplemental Note 1* for more information. Enrollment estimates exclude the following: children ages 3–5 enrolled in elementary school or higher; children ages 6–17 enrolled in prekindergarten, kindergarten, or postsecondary; and adults ages 18–34 enrolled in school below the higher education level.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1970–98.

Educational Enrollment Rates, by Age

Table 1-2 Total population (in thousands) of people ages 3–34, by age and enrollment status: October 1970–98

October	Prekindergarten and kindergarten 3- to 5-year-olds		Elementary and secondary 6- to 17-year-olds		Postsecondary			
	Enrolled	Not Enrolled	Enrolled	Not Enrolled	18- to 24-year-olds		25- to 34-year-olds	
					Enrolled	Not Enrolled	Enrolled	Not Enrolled
1970	4,104	6,845	47,973	919	5,804	16,748	1,349	23,254
1971	4,148	6,462	48,017	903	6,211	17,459	1,593	23,925
1972	4,231	5,935	46,922	1,084	6,258	18,321	1,760	25,074
1973	4,234	6,110	46,233	1,180	6,055	19,181	1,829	26,283
1974	4,699	5,693	45,922	1,190	6,316	19,354	2,202	27,013
1975	4,955	5,230	45,428	1,075	6,936	19,451	2,469	27,901
1976	4,790	4,936	44,856	1,037	7,181	19,738	2,488	28,956
1977	4,579	4,674	44,248	1,036	7,142	20,189	2,801	29,637
1978	4,584	4,528	43,385	1,044	6,994	20,653	2,569	30,711
1979	4,664	4,455	42,385	1,038	6,991	20,983	2,676	31,713
1980	4,878	4,406	41,354	1,048	7,227	20,903	2,703	32,915
1981	4,936	4,710	41,702	943	7,574	21,391	2,928	35,118
1982	5,105	4,768	40,952	830	7,677	21,169	2,988	35,696
1983	5,385	4,868	40,482	743	7,477	21,103	3,087	36,269
1984	5,480	5,131	40,012	858	7,592	20,439	3,014	37,213
1985	5,865	4,868	40,413	801	7,538	19,584	3,063	37,868
1986	5,971	4,898	40,635	770	7,397	19,115	2,991	38,909
1987	5,931	4,941	40,629	866	7,694	18,256	2,985	39,389
1988	5,978	5,015	40,725	778	7,791	17,942	2,963	39,724
1989	6,026	5,013	40,831	797	7,803	17,458	3,082	39,767
1990	(*)	(*)	41,339	654	7,964	16,888	3,162	39,465
1991	6,334	5,036	41,940	639	8,171	16,401	3,285	38,969
1992	6,402	5,142	42,611	669	8,342	15,936	3,125	38,536
1993	6,581	5,373	43,217	656	8,193	15,907	3,094	38,005
1994	7,514	4,814	45,091	745	8,729	16,525	3,419	37,698
1995	7,739	4,778	45,587	936	8,539	16,361	3,349	37,299
1996	7,580	4,798	45,817	1,495	8,768	15,902	3,443	36,648
1997	7,860	4,260	46,937	856	9,199	15,769	3,270	36,007
1998	7,788	4,291	47,038	1,014	9,322	16,184	3,414	35,188

* Comparable data were not available for children ages 3 and 4 due to changes in survey procedures; see *Supplemental Note 1* for more information.

NOTE: Prekindergarten and kindergarten includes nursery schools. "Higher education institutions" includes regular programs in 2- and 4-year colleges and universities only. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted; see *Supplemental Note 1* for more information. Enrollment estimates exclude the following: children ages 3–5 enrolled in elementary school or higher; children ages 6–17 enrolled in prekindergarten, kindergarten, or postsecondary; and adults ages 18–34 enrolled in school below the higher education level. These groups are included in the estimates for "not enrolled."

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1970–98.

Enrollment in Preprimary Education

Table 2-1 Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten, by student characteristics: 1991, 1993, 1995, 1996, and 1999

Student characteristic	3-year-olds					4-year-olds					5-year-olds				
	1991	1993	1995	1996	1999	1991	1993	1995	1996	1999	1991	1993	1995	1996	1999
Total	42.6	40.6	41.0	42.6	45.9	61.7	63.1	65.4	64.4	70.1	89.8	91.1	93.2	92.3	93.4
Race-ethnicity															
White	44.8	40.8	44.0	44.6	46.7	61.4	63.6	65.8	65.3	69.3	89.5	90.7	92.6	91.8	92.9
Black	45.4	47.1	44.6	49.8	59.6	71.7	68.5	72.9	79.3	81.4	94.0	93.2	94.5	95.5	98.5
Hispanic	24.9	32.8	22.4	28.4	25.6	51.5	50.7	50.1	48.8	63.6	86.2	90.7	93.2	90.1	88.6
Other	43.8	35.7	32.9	39.5	58.2	62.3	72.6	71.6	51.0	70.0	90.6	90.2	98.4	95.6	97.8
Household income															
\$10,000 or less	(¹)	35.3	31.7	30.5	44.0	(¹)	56.8	61.5	58.7	66.1	(¹)	91.1	94.5	91.4	95.3
10,001–20,000	(¹)	27.3	31.6	40.1	38.5	(¹)	54.7	57.0	57.0	61.3	(¹)	89.8	90.7	90.4	88.8
20,001–35,000	(¹)	30.6	32.7	34.9	35.9	(¹)	54.9	52.9	55.4	65.7	(¹)	86.3	92.2	91.3	93.7
35,001–50,000	(¹)	46.5	40.7	47.4	44.7	(¹)	68.6	63.5	65.8	69.0	(¹)	92.7	89.1	91.6	91.1
50,001 or more	(¹)	64.6	62.1	60.3	57.6	(¹)	82.4	84.5	80.9	79.3	(¹)	97.1	97.3	95.2	95.5
Parents' highest education level															
Less than high school diploma	23.3	16.1	19.9	27.1	28.8	37.6	46.5	44.9	54.6	55.3	86.9	79.6	93.8	87.7	92.8
High school diploma or GED	32.5	29.3	29.3	34.8	34.5	51.9	51.5	56.7	54.2	62.8	87.8	89.3	91.7	92.6	92.0
Some college/vocational/technical	44.5	42.9	40.6	42.0	45.4	64.1	68.6	65.6	66.5	69.1	91.3	92.6	92.3	91.5	93.2
Bachelor's degree	53.8	52.9	55.1	55.2	59.3	77.0	74.8	76.6	70.1	76.7	91.3	95.7	96.2	94.3	93.4
Graduate/professional school	66.1	66.4	62.6	62.1	61.1	81.1	80.1	83.3	83.3	84.9	92.4	96.0	94.8	94.7	96.3

¹ Interpret with caution; standard errors are large due to small sample sizes.

² Family income data for 1991 are not comparable with data for 1993, 1995, 1996, and 1999.

NOTE: This analysis includes children ages 3–5 who were not enrolled in first grade. Age is as of December 31 of the prior year. See *Supplemental Note 2* for information on the National Household Education Survey (NHES). See *Supplemental Note 3* for information on racial-ethnic categories. See the glossary for definitions of center-based programs and kindergarten.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1991 (Early Childhood Education Component), 1993 (School Readiness Component), 1995 (Early Childhood Program Participation Component), 1996 (Parent and Family Involvement in Education Component), and 1999 (Parent Interview Component).

Enrollment in Preprimary Education

Table 2-2 Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs, kindergarten, or center-based programs and kindergarten, by selected student characteristics: 1999

Student characteristic	3-year-olds				4-year-olds				5-year-olds			
	Total	Center-based programs	Kindergarten	Center-based and kindergarten ¹	Total	Center-based programs	Kindergarten	Center-based and kindergarten ¹	Total	Center-based programs	Kindergarten	Center-based and kindergarten ¹
Total	45.9	45.2	—	—	70.1	66.4	2.6	1.2	93.4	21.1	57.0	15.3
Sex												
Male	47.8	47.2	—	—	70.7	67.3	2.4	1.0	93.7	23.2	56.5	13.9
Female	43.8	43.0	—	—	69.6	65.5	2.8	1.4	93.1	18.8	57.5	16.8
Race-ethnicity												
White	46.7	46.0	—	—	69.3	66.2	1.8	1.4	92.9	23.1	54.7	15.1
Black	59.6	59.2	—	—	81.4	79.4	1.3	0.7	98.5	20.2	55.2	23.2
Hispanic	25.6	25.0	—	—	63.6	56.8	5.8	1.1	88.6	13.4	66.2	9.0
Other	² 58.2	² 56.3	—	—	² 70.0	² 65.0	4.5	0.6	97.8	² 23.4	² 61.1	13.3
Household income												
\$10,000 or less	44.0	43.6	—	—	66.1	62.1	2.6	1.3	95.3	22.0	³ 55.6	17.8
10,001–20,000	38.5	38.0	—	—	61.3	57.6	3.2	0.4	88.8	20.1	59.2	9.5
20,001–30,000	35.9	35.3	—	—	65.7	63.6	1.7	0.4	93.7	16.1	61.4	16.2
30,001–50,000	44.7	44.1	—	—	69.0	65.3	2.2	1.5	91.1	20.1	59.0	12.0
50,001 or more	57.6	56.6	—	—	79.3	74.4	3.1	1.8	95.5	24.5	53.1	17.9
Parents' highest education level												
Less than high school diploma	² 28.8	² 27.9	—	—	55.3	² 50.9	2.3	2.1	92.8	14.6	² 71.8	6.4
High school diploma or GED	34.5	33.7	—	—	62.8	59.5	3.0	0.3	92.0	18.0	58.9	15.1
Some college/vocational/technical	45.4	44.8	—	—	69.1	65.6	1.9	1.5	93.2	21.5	56.7	15.0
Bachelor's degree	59.3	58.9	—	—	76.7	73.4	2.3	1.0	93.4	26.8	51.7	14.9
Graduate/professional school	61.1	60.1	—	—	84.9	79.6	3.7	1.6	96.3	22.6	53.5	20.2
Poverty status ³												
Poor	39.1	38.7	—	—	63.5	58.7	3.8	1.0	91.7	19.4	59.6	12.8
Nonpoor	48.2	47.4	—	—	72.2	68.7	2.2	1.2	93.9	21.6	56.2	16.1
Poverty status ³ within race-ethnicity												
White												
Poor	² 31.7	² 31.7	—	—	² 48.7	² 46.8	0.8	1.0	89.8	24.6	² 51.6	13.6
Nonpoor	49.3	48.6	—	—	72.2	68.9	1.9	1.4	93.4	22.9	55.2	15.4
Black												
Poor	² 59.7	² 58.8	—	—	83.9	² 82.7	1.2	0	99.2	² 18.6	² 59.0	² 21.5
Nonpoor	59.6	56.6	—	—	² 79.3	76.6	1.3	1.4	98.1	21.5	52.1	24.4
Hispanic												
Poor	² 26.6	² 26.2	—	—	² 60.5	² 50.7	7.7	2.1	² 84.8	12.5	68.0	4.3
Nonpoor	24.7	23.9	—	—	66.1	61.5	4.3	0.3	91.3	14.0	65.0	12.3

— Sample size too small for a reliable estimate.

¹ Due to survey format, dual enrollment may be underestimated; see *Supplemental Note 2* for more information.

² Interpret with caution; standard errors are large due to small sample size.

³ The poverty measure combines information about household income and household size. See *Supplemental Note 2* for more information.

NOTE: This analysis includes children ages 3–5 who were not enrolled in first grade. Age is as of December 31 of the prior year. Details may not add to totals due to rounding. See *Supplemental Note 2* for information on the National Household Education Survey (NHES). See *Supplemental Note 3* for information on racial-ethnic categories. See the glossary for definitions of center-based programs and kindergarten.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Past and Projected Elementary and Secondary School Enrollment

Table 3-1 Public elementary and secondary school enrollment in grades 1–12 (in thousands), by grade level, with projections: Fall 1965–2009

Fall of year	Total	Grades 1–8	Grades 9–12
1965	39,816	28,206	11,610
1970	43,330	29,995	13,336
1975	41,848	27,544	14,304
1980	38,188	24,957	13,231
1981	37,357	24,593	12,764
1982	36,720	24,315	12,405
1983	36,394	24,122	12,271
1984	36,199	23,895	12,304
1985	36,230	23,842	12,388
1986	36,443	24,110	12,333
1987	36,620	24,544	12,076
1988	36,756	25,068	11,687
1989	37,056	25,666	11,390
1990	37,605	26,267	11,338
1991	38,359	26,818	11,541
1992	39,006	27,271	11,735
1993	39,542	27,581	11,961
1994	40,064	27,851	12,213
1995	40,667	28,167	12,500
1996	41,408	28,562	12,847
1997	41,929	28,875	13,054
Projected			
1998	42,742	29,412	13,330
1999	43,191	29,648	13,543
2000	43,503	29,845	13,658
2001	43,777	30,010	13,767
2002	44,018	30,083	13,935
2003	44,173	30,054	14,119
2004	44,307	29,931	14,376
2005	44,411	29,742	14,669
2006	44,434	29,566	14,868
2007	44,367	29,460	14,907
2008	44,241	29,408	14,833
2009	44,088	29,389	14,699

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

SOURCE: U.S. Department of Education, NCES. Common Core of Data, various years, and *Projections of Education Statistics to 2009* (NCES 1999–038), 1999.

Past and Projected Elementary and Secondary School Enrollment

Table 3-2 Public elementary and secondary school enrollment in grades 1–12 (in thousands), by region, with projections: Fall 1965–2009

Fall of year	Total	Region							
		Northeast		Midwest		South		West	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent
1965	39,816	8,155	20.5	10,907	27.4	13,701	34.4	7,045	17.7
1970	43,330	9,136	21.1	11,950	27.6	14,416	33.3	7,829	18.1
1975	41,848	8,994	21.5	11,360	27.1	13,872	33.1	7,622	18.2
1980	38,188	7,711	20.2	9,929	26.0	13,259	34.7	7,289	19.1
1985	36,230	6,772	18.7	9,019	24.9	12,994	35.9	7,445	20.5
1990	37,605	6,662	17.7	9,061	24.1	13,478	35.8	8,406	22.4
1991	38,359	6,774	17.7	9,176	23.9	13,724	35.8	8,687	22.6
1992	39,006	6,881	17.6	9,301	23.8	13,940	35.7	8,884	22.8
1993	39,542	6,993	17.7	9,374	23.7	14,126	35.7	9,049	22.9
1994	40,064	7,086	17.7	9,461	23.6	14,312	35.7	9,206	23.0
1995	40,667	7,210	17.7	9,560	23.5	14,529	35.7	9,369	23.0
1996	41,408	7,332	17.7	9,675	23.4	14,762	35.6	9,640	23.3
1997	41,929	7,421	17.7	9,738	23.2	14,947	35.6	9,822	23.4
Projected									
1998	42,742	7,516	17.6	9,882	23.1	15,246	35.7	10,101	23.6
1999	43,191	7,572	17.5	9,927	23.0	15,426	35.7	10,267	23.8
2000	43,503	7,598	17.5	9,948	22.9	15,561	35.8	10,394	23.9
2001	43,777	7,619	17.4	9,970	22.8	15,682	35.8	10,505	24.0
2002	44,018	7,641	17.4	9,989	22.7	15,773	35.8	10,615	24.1
2003	44,173	7,643	17.3	9,975	22.6	15,842	35.9	10,713	24.3
2004	44,307	7,631	17.2	9,967	22.5	15,902	35.9	10,809	24.4
2005	44,411	7,606	17.1	9,954	22.4	15,949	35.9	10,903	24.6
2006	44,434	7,560	17.0	9,929	22.3	15,969	35.9	10,976	24.7
2007	44,367	7,497	16.9	9,886	22.3	15,953	36.0	11,031	24.9
2008	44,241	7,427	16.8	9,829	22.2	15,923	36.0	11,063	25.0
2009	44,088	7,358	16.7	9,786	22.2	15,871	36.0	11,075	25.1

NOTE: Details may not add to totals due to rounding. See *Supplemental Note 4* for a list of states that comprise each region.

SOURCE: U.S. Department of Education, NCES. Common Core of Data, various years, and *Projections of Education Statistics to 2009* (NCES 1999–038), 1999.

Past and Projected Elementary and Secondary School Enrollment

Table 3-3 Private elementary and secondary school enrollment (in thousands), by region and grade level: School years 1989–90 to 1997–98

School year	Total	Region			
		Northeast	Midwest	South	West
Grades 1–12					
1989–90	4,265	1,199	1,221	1,109	736
1991–92	4,323	1,168	1,213	1,145	798
1993–94	4,264	1,120	1,172	1,214	759
1995–96	4,400	1,124	1,196	1,256	825
1997–98	4,461	1,123	1,199	1,323	816
Grades 1–8					
1989–90	3,139	837	933	818	551
1991–92	3,197	822	937	843	595
1993–94	3,162	792	899	899	573
1995–96	3,240	789	910	926	616
1997–98	3,280	794	907	969	610
Grades 9–12					
1989–90	1,126	362	288	291	185
1991–92	1,126	346	276	302	203
1993–94	1,102	328	273	315	186
1995–96	1,160	334	286	330	209
1997–98	1,181	330	292	353	206

NOTE: Estimates exclude ungraded students. Details may not add to totals due to rounding. See *Supplemental Note 4* for a list of states that comprise each region.

SOURCE: U.S. Department of Education, NCES. Private School Surveys (PSS), various years.

Racial-Ethnic Distribution of Public School Students

Table 4-1 Racial-ethnic distribution of public school students enrolled in grades 1–12: October 1972–98

October	White	Total	Minority enrollment		
			Black	Hispanic	Other
1972	78.0	22.0	14.8	5.8	1.4
1973	78.1	21.9	14.7	5.7	1.4
1974	76.8	23.2	15.4	6.2	1.5
1975	76.3	23.7	15.5	6.6	1.7
1976	76.4	23.6	15.5	6.4	1.7
1977	76.3	23.7	15.8	6.2	1.8
1978	75.6	24.4	15.9	6.4	2.0
1979	—	—	—	—	—
1980	—	—	—	—	—
1981	72.5	27.5	16.0	8.6	2.9
1982	72.1	27.9	16.0	8.7	3.2
1983	71.4	28.6	16.1	9.1	3.4
1984	71.9	28.1	16.0	8.5	3.6
1985	69.7	30.3	16.7	10.1	3.5
1986	69.3	30.7	16.5	10.6	3.6
1987	68.8	31.2	16.4	10.8	3.9
1988	68.4	31.6	16.6	10.9	4.2
1989	68.0	32.0	16.6	11.4	4.1
1990	67.7	32.3	16.4	11.6	4.3
1991	67.4	32.6	16.8	11.6	4.2
1992	67.0	33.0	16.8	11.9	4.3
1993	67.2	32.8	16.5	12.0	4.3
1994	66.0	34.0	16.6	13.5	3.8
1995	65.5	34.5	16.9	14.1	3.5
1996	63.8	36.2	16.6	14.4	5.2
1997	63.2	36.8	16.9	14.7	5.2
1998	62.7	37.3	17.1	15.1	5.1

— Not available.

NOTE: In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted; see *Supplemental Note 1* for more information. Percentages may not add to 100.0 due to rounding. See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–98.

Racial-Ethnic Distribution of Public School Students

Table 4-2 Racial-ethnic distribution of public school students enrolled in grades 1–12, by region: October 1972–98

October	White	Minority				White	Total	Minority			
		Total	Black	Hispanic	Other			Total	Black	Hispanic	Other
		Northeast						Midwest			
1972	81.6	18.4	12.3	5.4	0.7	87.6	12.4	10.6	1.5	0.3	
1973	81.3	18.7	12.6	5.4	0.6	87.9	12.1	10.5	1.1	0.5	
1974	81.0	19.0	12.7	5.5	0.7	86.5	13.5	11.2	1.6	0.7	
1975	79.9	20.1	13.4	6.0	0.7	86.2	13.8	11.7	1.6	0.5	
1976	79.1	20.9	12.9	6.3	1.7	87.0	13.0	11.2	1.5	0.4	
1977	80.2	19.8	12.7	5.8	1.3	85.9	14.1	11.7	1.6	0.7	
1978	79.9	20.1	13.6	5.7	0.8	85.7	14.3	11.3	1.8	1.1	
1979	—	—	—	—	—	—	—	—	—	—	
1980	—	—	—	—	—	—	—	—	—	—	
1981	76.3	23.7	13.4	8.3	2.0	84.3	15.7	12.2	1.8	1.6	
1982	75.9	24.1	13.5	8.3	2.3	84.5	15.5	12.0	1.8	1.7	
1983	76.2	23.8	14.0	7.8	1.9	83.4	16.6	12.6	2.1	1.9	
1984	76.8	23.2	13.3	7.1	2.8	82.2	17.8	13.7	2.3	1.8	
1985	74.2	25.8	13.3	10.4	2.1	79.5	20.5	15.0	3.3	2.2	
1986	74.2	25.8	13.3	10.4	2.1	81.9	18.1	13.0	3.3	1.8	
1987	74.8	25.2	12.9	9.3	3.0	80.9	19.1	13.6	3.1	2.5	
1988	74.5	25.5	13.9	8.7	2.9	79.5	20.5	15.0	3.3	2.2	
1989	73.3	26.7	14.5	9.2	3.1	80.4	19.6	13.9	3.4	2.3	
1990	73.2	26.8	13.5	10.2	3.2	81.9	18.1	12.9	2.6	2.6	
1991	72.9	27.1	14.2	9.7	3.3	82.0	18.0	12.7	2.8	2.5	
1992	71.9	28.1	14.8	9.8	3.6	82.0	18.0	12.8	2.7	2.5	
1993	72.1	27.9	15.4	8.7	3.7	81.1	18.9	13.2	3.5	2.2	
1994	72.1	27.9	13.9	10.8	3.2	78.2	21.8	14.8	4.8	2.3	
1995	70.7	29.3	14.6	11.8	3.0	79.5	20.5	13.9	4.4	2.2	
1996	68.2	31.8	16.1	12.0	3.7	80.4	19.6	12.7	4.1	2.8	
1997	67.7	32.3	16.0	12.3	4.0	79.5	20.5	13.3	4.3	2.9	
1998	68.2	31.8	15.1	13.0	3.7	78.8	21.2	13.3	4.7	3.2	

Racial-Ethnic Distribution of Public School Students

Table 4-2 Racial-ethnic distribution of public school students enrolled in grades 1–12, by region: October 1972–98—Continued

October	Minority					Minority				
	White	Total	Black	Hispanic	Other	White	Total	Black	Hispanic	Other
	South					West				
1972	70.1	29.9	24.5	4.8	0.5	73.1	26.9	6.3	15.0	5.6
1973	69.8	30.2	24.7	5.0	0.6	74.3	25.7	6.2	14.3	5.2
1974	68.1	31.9	25.5	5.9	0.5	72.9	27.1	6.8	14.7	5.6
1975	67.6	32.4	25.2	6.4	0.7	72.1	27.9	6.9	14.8	6.2
1976	67.6	32.4	25.5	6.0	0.9	73.0	27.0	7.0	14.6	5.4
1977	67.9	32.1	26.1	5.5	0.6	72.4	27.6	6.8	14.5	6.3
1978	66.7	33.3	26.1	6.1	1.1	71.8	28.2	6.9	14.9	6.5
1979	—	—	—	—	—	—	—	—	—	—
1980	—	—	—	—	—	—	—	—	—	—
1981	64.3	35.7	25.8	7.0	1.4	67.3	32.7	6.7	17.9	8.2
1982	64.7	35.3	26.6	7.7	1.0	65.2	34.8	5.5	19.7	9.6
1983	64.3	35.7	25.8	8.5	1.5	64.1	35.9	5.6	20.1	10.2
1984	66.5	33.5	24.3	7.5	1.7	63.8	36.2	6.8	19.4	9.9
1985	63.7	36.3	25.6	8.8	2.0	63.6	36.4	6.5	20.8	9.1
1986	62.5	37.5	26.4	8.9	2.2	62.9	37.1	6.1	21.7	9.3
1987	62.4	37.6	25.8	9.6	2.2	60.3	39.7	7.1	23.1	9.5
1988	62.4	37.6	24.8	10.4	2.4	60.9	39.1	6.7	22.0	10.4
1989	61.9	38.1	25.8	9.8	2.5	59.4	40.6	5.9	24.9	9.8
1990	60.0	40.0	27.3	10.5	2.2	59.3	40.7	5.4	24.8	10.5
1991	59.7	40.3	27.7	10.1	2.5	59.4	40.6	5.9	25.0	9.6
1992	59.7	40.3	27.2	10.3	2.8	58.8	41.2	5.8	26.2	9.2
1993	60.6	39.4	26.2	10.4	2.8	58.9	41.1	6.1	26.0	9.1
1994	59.3	40.7	26.0	12.4	2.3	59.1	40.9	5.6	26.7	8.5
1995	59.1	40.9	26.9	12.1	1.9	57.1	42.9	5.5	29.4	8.0
1996	57.6	42.4	27.0	12.6	2.7	52.8	47.2	5.3	29.3	12.7
1997	57.1	42.9	27.0	13.4	2.6	52.8	47.2	6.5	28.6	12.1
1998	56.4	43.6	27.9	12.8	2.8	52.0	48.0	6.8	30.0	11.3

— Not available.

NOTE: In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted; see *Supplemental Note 1* for more information. Percentages may not add to 100.0 due to rounding. See *Supplemental Note 3* for information on the racial-ethnic categories. See *Supplemental Note 4* for a list of states that comprise each region.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–98.

Parental Education, by Race-Ethnicity

Table 5-1 Percentage distribution of 6- to 18-year-olds according to parents' highest education level, by child's race-ethnicity: 1974-99

Parents' highest education level and child's race-ethnicity	1974	1979	1984	1989	1994	1999
White						
Mother's highest education level	100.0	100.0	100.0	100.0	100.0	100.0
Less than high school diploma	27.1	22.1	16.8	12.0	9.5	6.9
High school diploma or GED	51.4	50.4	50.3	48.8	37.9	35.2
Some college	12.2	16.1	18.3	21.3	31.0	31.4
Bachelor's degree or higher	9.3	11.4	14.6	17.9	21.6	26.4
Father's highest education level	100.0	100.0	100.0	100.0	100.0	100.0
Less than high school diploma	28.6	22.4	16.2	12.2	9.1	8.1
High school diploma or GED	38.3	38.7	39.0	38.4	32.2	31.5
Some college	13.2	15.5	18.3	20.1	27.4	26.8
Bachelor's degree or higher	19.9	23.4	26.5	29.3	31.3	33.6
Black						
Mother's highest education level	100.0	100.0	100.0	100.0	100.0	100.0
Less than high school diploma	57.6	46.4	34.8	26.3	20.0	19.6
High school diploma or GED	32.1	36.1	42.6	44.4	40.0	37.1
Some college	6.8	12.5	15.6	19.8	30.0	29.5
Bachelor's degree or higher	3.6	4.9	7.0	9.4	10.1	13.9
Father's highest education level	100.0	100.0	100.0	100.0	100.0	100.0
Less than high school diploma	61.3	44.3	33.1	25.4	18.2	14.6
High school diploma or GED	27.1	35.7	38.4	40.4	42.2	39.3
Some college	7.6	12.7	16.3	20.6	23.5	29.7
Bachelor's degree or higher	4.0	7.3	12.2	13.7	16.1	16.5
Hispanic						
Mother's highest education level	100.0	100.0	100.0	100.0	100.0	100.0
Less than high school diploma	61.8	60.4	60.5	55.8	51.8	49.2
High school diploma or GED	28.9	28.3	28.2	28.7	26.9	25.2
Some college	5.7	7.2	7.7	10.2	15.6	18.2
Bachelor's degree or higher	3.5	4.1	3.7	5.2	5.7	7.4
Father's highest education level	100.0	100.0	100.0	100.0	100.0	100.0
Less than high school diploma	58.3	57.2	56.3	51.6	51.1	48.9
High school diploma or GED	24.9	25.0	25.0	27.2	23.2	26.2
Some college	8.4	9.5	10.5	13.4	17.5	14.7
Bachelor's degree or higher	8.4	8.3	8.2	7.7	8.3	10.1

NOTE: Information on parents' highest education level is available only for those parents who live in the same household with their child. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1994 and weights were adjusted; see *Supplemental Note 1* for more information. Percentages may not add to 100.0 due to rounding. See *Supplemental Note 3* for information on the racial-ethnic categories.

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

Language Spoken at Home by Hispanic Students

Table 6-1 Number and percentage distribution of students enrolled in grades K–12, by race-ethnicity: 1999

	Total	Students in grades K–12			
		White	Black	Hispanic	Other
Number (in thousands)	51,979	33,831	8,270	7,199	2,679
Percent	100.0	65.1	15.9	13.8	5.2

NOTE: Percentages may not add to totals due to rounding. See *Supplemental Note 2* for information on the National Household Education Survey (NHES). See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Table 6-2 Percentage distribution of Hispanic students in grades K–12, by language spoken at home and grade: 1999

Grade enrolled	Total	Spoke mostly English at home	Spoke English and Spanish equally at home	Spoke mostly Spanish at home	Spoke English and other language equally/spoke other language
Total	100.0	57.2	17.0	25.1	0.7
K–5	100.0	54.8	16.2	28.2	0.8
6–8	100.0	58.2	20.1	20.6	1.0
9–12	100.0	61.5	15.9	22.4	0.2

NOTE: Percentages may not add to 100.0 due to rounding. See *Supplemental Note 2* for information on the National Household Education Survey (NHES).

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Table 6-3 Percentage distribution of Hispanic students in grades K–12, by language spoken at home, grade, and mother's birth place: 1999

Grade enrolled	Total	Spoke mostly English at home	Spoke English and Spanish equally at home	Spoke mostly Spanish at home	Spoke English and other language equally/spoke other language
Mother was born in the United States					
Total	100.0	89.3	5.9	4.5	0.4
K–5	100.0	89.6	5.0	5.2	0.2
6–8	100.0	86.0	9.7	3.6	0.8
9–12	100.0	91.6	4.2	3.8	0.4
Mother was not born in the United States					
Total	100.0	27.8	27.3	43.8	1.0
K–5	100.0	24.4	25.7	48.6	1.3
6–8	100.0	29.3	32.1	37.3	1.4
9–12	100.0	34.3	26.9	38.7	0.1

NOTE: Information is shown only for students who lived with their mothers. Four percent of students did not live with their mothers. Percentages may not add to 100.0 due to rounding. See *Supplemental Note 2* for information on the National Household Education Survey (NHES).

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Language Spoken at Home by Hispanic Students

Table 6-4 Percentage distribution of Hispanic students in grades K–12, by language spoken at home and various demographic characteristics: 1999

Demographic characteristic	Total	Language spoken at home by student		
		Mostly English	English and Spanish equally	Mostly Spanish
Total	100.0	100.0	100.0	100.0
Language spoken most at home by mother¹				
English	48.3	82.0	6.0	2.0
Spanish ²	51.0	17.2	93.7	98.0
English and other language equally/other language	0.7	0.7	0.3	0.0
Mother's place of birth¹				
United States/territories	46.8	73.8	15.8	8.3
Other countries	53.2	26.2	84.2	91.7
Mother's first language¹				
English	32.8	56.1	3.1	1.5
Spanish ²	65.2	41.3	96.6	98.3
English and other language equally/other language	2.0	2.6	0.3	0.2
Parents' highest education level				
Less than high school diploma	30.4	17.2	45.8	50.7
High school diploma or GED or higher	69.6	82.8	54.2	49.3
High school diploma or GED	27.9	28.4	25.2	28.5
Some college/vocational/technical	25.2	32.5	18.8	12.9
Bachelor's degree	9.0	11.5	5.5	5.3
Graduate/professional school	7.5	10.4	4.7	2.6
Household income				
\$20,000 or less	45.6	36.6	55.1	60.2
10,000 or less	21.0	17.5	21.5	28.6
10,001–20,000	24.6	19.1	33.6	31.6
20,001 or more	54.4	63.4	44.9	39.8
20,001–30,000	26.7	23.7	31.4	30.4
30,001–50,000	11.5	15.5	6.8	4.9
50,001 or more	16.2	24.2	6.7	4.5

¹ Information is only shown for students who lived with their mothers. Four percent of students did not live with their mothers.

² Mothers of Hispanic students were asked about language spoken mostly at home or their first language. The response options were: English, Spanish, English and Spanish equally, English and another language equally, and another language. This category used in the table includes mothers who spoke Spanish, and English and Spanish equally.

NOTE: Included in the totals but not shown separately are Hispanic students who spoke English and other languages equally or primarily other languages at home. Percentages may not add to 100.0 due to rounding. See Supplemental Note 2 for information on the National Household Education Survey (NHES).

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Past and Projected Postsecondary Enrollments

Table 7-1 Total enrollment in degree-granting 2- and 4-year postsecondary institutions (in thousands) by sex, enrollment status, and type of institution, with projections: Fall 1970–2009

Year	Total	Sex		Enrollment status		Type of institution	
		Male	Female	Full-time	Part-time	4-year	2-year
1970	8,581	5,044	3,537	5,816	2,765	6,262	2,319
1972	9,215	5,239	3,976	6,072	3,142	6,459	2,756
1974	10,224	5,622	4,601	6,370	3,853	6,820	3,404
1976	11,012	5,811	5,201	6,717	4,295	7,129	3,883
1978	11,260	5,641	5,619	6,668	4,592	7,232	4,028
1980	12,097	5,874	6,223	7,098	4,999	7,571	4,526
1982	12,426	6,031	6,394	7,221	5,205	7,654	4,772
1984	12,242	5,864	6,378	7,098	5,144	7,711	4,531
1986	12,504	5,885	6,619	7,120	5,384	7,824	4,680
1988	13,055	6,002	7,053	7,437	5,619	8,180	4,875
1990	13,819	6,284	7,535	7,821	5,998	8,579	5,240
1991	14,359	6,502	7,857	8,115	6,244	8,707	5,652
1992	14,487	6,524	7,963	8,162	6,325	8,765	5,722
1993	14,305	6,427	7,877	8,128	6,177	8,739	5,566
1994	14,279	6,372	7,907	8,138	6,141	8,749	5,530
1995	14,262	6,343	7,919	8,129	6,133	8,769	5,493
1996	14,300	6,344	7,956	8,213	6,087	8,803	5,497
Projected*							
1997	14,390	6,313	8,077	8,114	6,276	8,805	5,585
1998	14,608	6,297	8,311	8,242	6,366	8,928	5,680
1999	14,881	6,370	8,511	8,449	6,432	9,106	5,775
2000	15,072	6,432	8,639	8,600	6,471	9,234	5,838
2001	15,158	6,471	8,688	8,690	6,469	9,298	5,861
2002	15,168	6,486	8,682	8,702	6,466	9,309	5,859
2003	15,262	6,525	8,736	8,787	6,475	9,376	5,885
2004	15,400	6,577	8,823	8,895	6,505	9,465	5,935
2005	15,556	6,628	8,928	9,019	6,537	9,572	5,984
2006	15,739	6,691	9,048	9,169	6,570	9,696	6,042
2007	15,929	6,763	9,166	9,325	6,604	9,822	6,107
2008	16,144	6,852	9,291	9,503	6,640	9,963	6,181
2009	16,336	6,937	9,399	9,666	6,670	10,092	6,244

* Projections based on data through 1996.

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

SOURCE: U.S. Department of Education, NCES. *Digest of Education Statistics 1998* (NCES 1999-036), 1999, tables 172 and 173, and *Projections of Education Statistics to 2009* (NCES 1999-038), 1999, tables 3, 4, and 5.

Undergraduate Enrollment of Minority Students

Table 8-1 Percentage distribution of undergraduate enrollment in postsecondary education institutions according to race-ethnicity, by Carnegie Classification: Fall 1976 and Fall 1995

1994 Carnegie classification	Number enrolled	Total	White	Minority				
				Total minority	Black	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan Native
1976-77								
Total	9,428,298	100.0	82.6	17.4	10.1	4.7	1.8	0.7
Research Universities I	1,305,976	100.0	88.2	11.8	5.8	2.6	2.9	0.5
Research Universities II	467,364	100.0	92.1	7.9	5.1	1.4	0.8	0.6
Doctoral Universities I and II	801,263	100.0	85.0	15.0	8.9	4.5	1.0	0.6
Master's Universities/Colleges I and II	2,089,078	100.0	81.3	18.7	11.5	5.0	1.6	0.6
Baccalaureate Colleges I and II	750,398	100.0	81.1	18.9	12.2	5.2	1.0	0.5
Associate of Arts Colleges	3,710,684	100.0	79.9	20.1	11.2	5.8	2.1	1.0
Specialized Institutions	221,025	100.0	86.7	13.3	8.2	2.7	1.2	1.2
1995-96								
Total	12,231,719	100.0	73.6	26.4	11.1	8.5	5.8	1.0
Research Universities I	1,413,334	100.0	75.2	24.8	7.1	6.2	10.9	0.6
Research Universities II	480,076	100.0	83.0	17.0	6.5	4.5	5.0	1.0
Doctoral Universities I and II	923,517	100.0	76.9	23.1	11.0	6.1	5.0	0.9
Master's Universities/Colleges I and II	2,509,428	100.0	74.3	25.7	12.8	7.4	4.7	0.9
Baccalaureate Colleges I and II	1,130,624	100.0	79.7	20.3	12.9	4.0	2.8	0.7
Associate of Arts Colleges	5,485,405	100.0	70.3	29.7	11.5	11.3	5.8	1.1
Specialized Institutions	289,335	100.0	73.6	26.4	11.2	6.3	5.2	3.7

NOTE: For 1976-77, students whose race-ethnicity was unknown were excluded from the analysis. Percentages may not add to 100.0 due to rounding. See *Supplemental Note 3* for information on the racial-ethnic categories. Included in the 1976 enrollment totals but not shown separately are institutions with unknown Carnegie classifications. See *Supplemental Note 5* for definitions of Carnegie Classifications.

SOURCE: U.S. Department of Education, NCES. 1976 Higher Education General Information Survey (HEGIS) and 1995 Integrated Postsecondary Education Data System (IPEDS) "Fall Enrollment" surveys.

Participation in Adult Learning

Table 10-1 Percentage of adults ages 18 or older who participated in learning activities in the past 12 months, by educational attainment and age: 1991, 1995, and 1999

Educational attainment and age	1991 Total ¹	1995 Total ¹	1999 Total ¹	1999 Type of adult learning activity				
				Basic skills	Credential		Work-related	Personal
					Full-time	Part-time		
Total	37.9	44.3	49.6	2.2	7.1	9.4	23.2	22.8
Educational attainment								
Grade 8 or less	8.0	10.9	13.9	4.2	0	0.6	1.5	5.6
Grades 9–12 ²	16.1	23.5	26.6	8.3	1.2	4.4	6.7	10.4
High school diploma or GED	26.7	33.0	40.5	2.3	4.6	7.0	17.4	18.8
Some college/ technical/ vocational school	52.6	58.7	61.0	0.9	15.2	13.7	25.2	26.6
Bachelor's degree or higher	56.5	62.1	65.0	(³)	6.0	11.6	38.4	31.9
Age								
18–24	69.1	68.3	72.8	10.4	37.4	15.1	19.4	21.5
25–34	42.2	53.0	60.1	2.1	8.2	15.2	29.7	25.3
35–44	46.6	51.0	52.3	1.0	2.5	10.3	29.5	24.8
45–54	33.3	47.0	51.8	0.6	1.6	8.2	28.4	27.1
55–64	23.0	28.2	37.2	0.4	0.2	4.7	19.8	19.3
65 and older	10.5	15.2	19.6	0.6	0.3	1.5	3.8	14.6

¹ Estimates includes participation in basic skills, work-related, credential programs, English as a Second Language, personal interest courses, apprenticeships, or participation in credential program full or part time. Adults who participated in apprenticeships and programs for English as a Second Language are included in the totals but are not shown separately.

² In 1995 and 1999, includes adults whose highest education level was grades 9–12 who had not received a high school diploma; in 1991 includes only adults whose highest education level was grades 9–11.

³ Only adults who had not received a high school diploma or equivalent, who received a high school diploma in the past 12 months, or who received a high school diploma in a foreign country and did not have a bachelor's degree were asked about their participation in basic education/General Education Development (GED) activities.

NOTE: See Supplemental Note 2 for information on the National Household Education Survey (NHES).

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1991, 1995, and 1999 (Adult Education Component).

Table 10-2 Percentage of adults age 18 or older who participated in various learning activities with different providers, by type of activity: 1999

Type of activity and age	Type of provider for various adult learning activities						
	Elementary/ secondary	Post- secondary	Trade organization	Private	Business	Government	Other
Credential	1.2	75.1	9.4	1.7	6.0	3.9	2.7
Full-time	0.6	87.8	5.8	1.2	0.9	2.4	1.3
Part-time	1.6	65.5	12.1	2.1	10.0	5.0	3.7
Work-related	5.0	21.4	12.5	5.8	53.6	13.8	4.4
Personal	5.1	15.6	11.1	47.5	20.0	10.1	4.5

NOTE: Information on the type of provider of adult learning activities was aggregated as follows. Elementary/secondary: elementary, junior high school, or high school; postsecondary: 2-year community or junior college, 2-year vocational school, or 4-year college or university; trade organization: private vocational, trade, business, hospital, flight school, or adult learning center; private: private community organization, church or religious organization, tutor, or private instructor; business: business or industry, or professional association; and government: federal, state, county, or local government, or public library. Percentages were based on individuals who participated in work-related activities or courses for personal development only. Percentages can add to more than 100.0 because individuals can take more than one work-related or personal-development course. See Supplemental Note 2 for information on the National Household Education Survey (NHES).

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Adult Education Component).

Kindergartners' Skills and Proficiency in Reading and Mathematics

Table 11-1 Percentage of first-time kindergartners achieving each reading and mathematics proficiency level, by child and family characteristics: Fall 1998

Characteristic	Reading proficiencies			Mathematics proficiencies		
	Letter recognition	Beginning sounds	Ending sounds	Number and shape	Relative size	Ordinal sequence
Total	66	29	17	94	58	20
Sex						
Male	62	26	15	93	57	21
Female	70	32	19	95	59	20
Mother's highest education level						
Less than high school	38	9	4	84	32	6
High school diploma or equivalent	57	20	11	92	50	13
Some college, including vocational/technical	69	30	17	96	61	20
Bachelor's degree or higher	86	50	32	99	79	37
Race-ethnicity						
White	73	34	20	96	66	26
Black	55	19	10	90	42	9
Asian	79	43	29	98	70	31
Hispanic	49	19	10	90	44	12

NOTE: Based on those assessed in English. Excludes 19 percent of Asian and 30 percent of Hispanic children. See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Kindergartners' Overall Reading and Mathematics Performance

Table 12-1 Mean reading *t*-scores of first-time kindergartners, and percentage distribution of quartile scores, by child and family characteristics: Fall 1998

Characteristic	Mean <i>t</i> -score	Quartile scores			
		0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total	50	25	25	25	25
Sex					
Male	49	29	25	24	22
Female	51	21	25	26	28
Mother's highest education level					
Less than high school	43	52	26	16	6
High school diploma or equivalent	48	32	28	24	16
Some college, including vocational/technical	51	21	27	26	26
Bachelor's degree or higher	56	8	18	28	46
Child's race-ethnicity					
White	52	18	24	28	30
Black	47	34	30	21	15
Asian	55	13	24	24	39
Hispanic	46	42	24	19	15

NOTE: Based on those assessed in English. Excludes 19 percent of Asian and 30 percent of Hispanic children. Percentages may not add to 100 due to rounding. *T*-scores normalize the actual distribution to an average of 50 and a standard deviation of 50. See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Kindergartners' Overall Reading and Mathematics Performance

Table 12-2 Mean mathematics t-scores of first-time kindergartners, and percentage distribution of quartile scores, by child and family characteristics: Fall 1998

Characteristic	Mean t-score	Quartile scores			
		0-25 percent	26-50 percent	51-75 percent	76-100 percent
Total	50	25	25	25	25
Sex					
Male	50	26	24	24	26
Female	50	24	26	26	24
Mother's highest education level					
Less than high school	43	53	25	15	7
High school diploma or equivalent	48	32	28	23	17
Some college, including vocational/technical	51	21	27	28	24
Bachelor's degree or higher	56	18	18	19	46
Child's race-ethnicity					
White	52	18	23	27	32
Black	46	39	30	21	10
Asian	54	13	25	24	38
Hispanic	47	40	26	20	14

NOTE: Based on those assessed in English. Excludes 19 percent of Asian and 30 percent of Hispanic children. Percentages may not add to 100 due to rounding. T-scores normalize the actual distribution to an average of 50 and a standard deviation of 50. See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, "Kindergarten Class of 1998-99," Fall 1998.

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

Table 13-1 Average reading performance, by grade and selected student characteristics: 1992, 1994, and 1998

Student characteristic	Grade 4			Grade 8			Grade 12		
	1992	1994	1998	1992	1994	1998	1992	1994	1998
Total	217	214	217	260	260	264	292	287	291
Sex									
Male	213	209	214	254	252	257	287	280	283
Female	221	220	220	267	267	270	297	294	298
Race-ethnicity									
White	225	224	227	267	268	272	298	294	298
Black	193	187	194	238	237	243	273	265	270
Hispanic	201	191	196	241	240	244	278	270	275
Asian/Pacific Islander	214	229	225	270	268	271	292	280	289
American Indian/Alaskan Native	207	201	202	251	251	248	—	275	276

— Not available.

NOTE: See Supplemental Note 3 for information on the racial-ethnic categories. See Supplemental Note 6 for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Reading, A Report Card for the Nation and the States* (NCES 1999-500), 1999.

Table 13-2 Percentage of students scoring at or above each achievement level in reading, by grade: 1992, 1994, and 1998

Achievement level	Grade 4			Grade 8			Grade 12		
	1992	1994	1998	1992	1994	1998	1992	1994	1998
Below Basic	38	40	38	31	30	26	20	25	23
At or Above Basic	62	60	62	69	70	74	80	75	77
At or Above Proficient	29	30	31	29	30	33	40	36	40
At or Above Advanced	6	7	7	3	3	3	4	4	6

NOTE: See Supplemental Note 6 for information on the National Assessment of Education Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Reading, A Report Card for the Nation and the States* (NCES 1999-500), 1999.

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

Table 14-1 Percentage of students scoring within each of the NAEP writing assessment achievement levels, by grade and selected student characteristics: 1998

Student characteristic	Achievement level			
	Below basic	Basic	Proficient	Advanced
Grade 4	16	61	22	1
Sex				
Male	21	63	16	1
Female	11	59	28	2
Race-ethnicity				
White	10	61	27	2
Black	31	61	8	0
Hispanic	28	62	10	0
Asian/Pacific Islander	7	57	32	4
American Indian/Alaskan Native	24	65	11	1
Grade 8	16	58	25	1
Sex				
Male	22	61	17	0
Female	9	55	34	2
Race-ethnicity				
White	10	56	32	2
Black	28	64	8	0
Hispanic	31	58	11	0
Asian/Pacific Islander	10	55	33	2
American Indian/Alaskan Native	27	64	9	0
Grade 12	22	57	21	1
Sex				
Male	30	56	14	0
Female	14	58	27	1
Race-ethnicity				
White	16	57	25	1
Black	36	56	8	0
Hispanic	35	54	10	0
Asian/Pacific Islander	22	54	23	1
American Indian/Alaskan Native	42	49	9	0

NOTE: Percentages may not add to 100 due to rounding. See *Supplemental Note 3* for information on the racial-ethnic categories. See *Supplemental Note 6* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Writing: A Report Card for the Nation and the States* (NCES 1999-462), 1999.

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

Table 14-2 Percentage and average writing scale scores of students who reported the occurrence of various school and home factors, by grade and frequency of reports: 1998

Frequency	Percentage of students			Average scale score		
	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12
Teachers talk to students about what they are writing						
Always	24	51	50	149	153	153
Sometimes	65	42	43	151	148	150
Never	11	7	8	146	139	137
Teachers ask students to write more than one draft of a paper						
Always	19	47	50	151	156	153
Sometimes	62	43	39	150	146	148
Never	19	10	12	151	143	146
Students discuss their studies with someone at home						
At least once a week	76	69	67	153	157	156
Once/twice a month	7	11	13	149	149	146
Never/hardly ever	18	20	21	137	137	137

NOTE: See Supplemental Note 6 for information on the National Assessment of Educational Progress (NAEP). Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Writing: A Report Card for the Nation and the States* (NCES 1999-462), 1999.

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

Table 15-1 Percentage of students scoring at or above each achievement level in mathematics, by grade: 1990, 1992, and 1996

Achievement level	Grade 4			Grade 8			Grade 12		
	1990	1992	1996	1990	1992	1996	1990	1992	1996
Below Basic	50	41	36	48	42	38	42	36	31
At or Above Basic	50	59	64	52	58	62	58	64	69
At or Above Proficient	13	18	21	15	21	24	12	15	16
At or Above Advanced	1	2	2	2	3	4	1	2	2

NOTE: See Supplemental Note 6 for information on the National Assessment of Educational Progress (NAEP). Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. *NAEP 1996 Mathematics Report Card for the Nation and the States* (NCES 97-488), 1997.

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

Table 15-2 Average mathematics performance (scale score), by grade and selected student characteristics: 1990, 1992, and 1996

Student characteristic	Grade 4			Grade 8			Grade 12		
	1990	1992	1996	1990	1992	1996	1990	1992	1996
Total	213	220	224	263	268	272	294	300	304
Sex									
Male	214	221	226	263	268	272	297	301	305
Female	213	219	222	262	269	272	292	298	303
Race-ethnicity									
White	220	228	232	270	278	282	301	306	311
Black	189	193	200	238	238	243	268	276	280
Hispanic	198	202	206	244	247	251	276	284	287
Asian/Pacific Islander	228	232	232	279	289	274	311	316	319
American Indian/Alaskan Native	208	211	216	246	255	264	—	—	297

— Not available.

NOTE: See Supplemental Note 3 for information on the racial-ethnic categories. See Supplemental Note 6 for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1996 Mathematics Report Card for the Nation and the States* (NCES 97-488), 1997.

High Performance in Mathematics and Science

Table 16-1 Percentage of 17-year-old students scoring at or above 300 on the NAEP mathematics and science assessments, by sex: 1977–96

Sex	1977	1978	1982	1986	1990	1992	1994	1996
Mathematics								
Total	—	51.5	48.5	51.7	56.1	59.1	58.6	60.1
Male	—	55.1	51.9	54.6	57.6	60.5	60.2	62.7
Female	—	48.2	45.3	48.9	54.7	57.7	57.2	57.6
Science								
Total	41.7	—	37.3	41.3	43.3	46.6	47.5	48.4
Male	48.8	—	45.2	48.8	48.2	50.9	52.9	53.1
Female	34.8	—	29.9	34.1	38.7	42.0	42.4	43.9

— Not available.

NOTE: See Supplemental Note 6 for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *National Assessment of Educational Progress, NAEP 1996 Trends in Academic Progress* (NCES 2000-499), 2000 (forthcoming).

Trends in the Achievement Gap in Reading Between White and Black Students

Table 17-1 Average reading achievement scale scores, by age, race-ethnicity, and difference: 1971–96

Race-ethnicity and difference	1971	1975	1980	1984	1988	1990	1992	1994	1996
Age 9									
White	214	217	221	218	218	217	218	218	220
Black	170	181	189	186	189	182	185	185	190
Difference	44	35	32	32	29	35	33	33	30
Age 13									
White	261	262	264	263	261	262	266	265	267
Black	222	226	233	236	243	242	238	234	236
Difference	39	36	32	26	18	21	29	31	31
Age 17									
White	291	293	293	295	295	297	297	296	294
Black	239	241	243	264	274	267	261	266	265
Difference	53	52	50	31	20	29	37	30	29

NOTE: See *Supplemental Note 6* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1996 Trends in Academic Progress*, (NCES 2000–499), 2000 (forthcoming).

International Comparisons of Student Performance in Mathematics

Table 18-1 Average mathematics performance (scale score) of students in grades 4, 8, and in their final year of secondary school, by sex and country: 1995

Country	Grade 4 ¹			Grade 8 ¹			Final year of secondary school		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
International average	529	535	533	513	519	512	500	518	485
Australia ²	546	547	545	530	527	532	522	540	510
Austria ²	559	563	555	539	544	536	518	545	503
Belgium (Flemish)	—	—	—	565	563	567	—	—	—
Belgium (French) ²	—	—	—	526	530	524	—	—	—
Bulgaria ²	—	—	—	540	—	—	—	—	—
Canada ²	532	534	531	527	526	530	519	537	504
Colombia ²	—	—	—	385	386	384	—	—	—
Cyprus ²	502	506	499	474	472	475	446	454	439
Czech Republic	567	568	566	564	569	558	466	488	443
Denmark ²	—	—	—	502	511	494	547	575	523
England	513	515	510	506	508	504	—	—	—
France ²	—	—	—	538	542	536	523	544	506
Germany ²	—	—	—	509	512	509	495	509	480
Greece ²	492	491	493	484	490	478	—	—	—
Hong Kong	587	586	587	588	597	577	—	—	—
Hungary ²	548	552	546	537	537	537	483	485	481
Iceland ²	474	474	473	487	488	486	534	558	514
Iran, Islamic Republic	429	433	424	428	434	421	—	—	—
Ireland	550	548	551	527	535	520	—	—	—
Israel ²	531	537	528	522	539	509	—	—	—
Italy ²	—	—	—	—	—	—	476	490	464
Japan	597	601	593	605	609	600	—	—	—
Korea	611	618	603	607	615	598	—	—	—
Kuwait ²	400	—	—	392	—	—	—	—	—
Latvia (LSS) ²	525	521	530	493	496	491	—	—	—
Lithuania ²	—	—	—	477	477	478	469	485	461
Netherlands ²	577	585	569	541	545	536	560	585	533
New Zealand	499	494	504	508	512	503	522	536	507
Norway ²	502	504	499	503	505	501	528	555	501
Portugal	475	478	473	454	460	449	—	—	—
Romania ²	—	—	—	482	483	480	—	—	—
Russian Federation ²	—	—	—	535	535	536	471	488	460
Scotland ²	520	520	520	498	506	490	—	—	—
Singapore	625	620	630	643	642	645	—	—	—
Slovak Republic	—	—	—	547	549	545	—	—	—
Slovenia ²	552	551	554	541	545	537	512	535	490
South Africa ²	—	—	—	354	360	349	356	365	348
Spain	—	—	—	487	492	483	—	—	—
Sweden	—	—	—	519	520	518	552	573	531
Switzerland	—	—	—	545	548	543	540	555	522
Thailand ²	490	485	496	522	517	526	—	—	—
United States ²	545	545	544	500	502	497	461	466	456

— Not available.

¹ In most countries. See Supplemental Note 7 for more information on the Third International Mathematics and Science Study (TIMSS).

² Did not satisfy one or more of the sampling or other guidelines for one or more grade levels. Latvia is designated LSS for Latvian-speaking schools only. See Supplemental Note 7 for more information.

SOURCE: U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics and Science Achievement in International Context* (NCES 97-255), 1997; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context* (NCES 97-178), 1996; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context* (NCES 98-049), 1998.

Physics and Advanced Mathematics Performance

Table 19-1 Average physics and advanced mathematics scale scores in the final year of secondary school, by sex and country: 1995

Country	Physics			Advanced mathematics		
	Total	Male	Female	Total	Male	Female
International average	501	523	469	501	519	482
Australia *	518	532	490	525	531	517
Austria*	435	479	408	436	486	406
Canada	485	506	459	509	528	489
Cyprus	494	509	470	518	524	509
Czech Republic	451	503	419	469	524	432
Denmark*	534	542	500	522	529	510
France	466	478	450	557	567	543
Germany	522	542	479	465	484	452
Greece	486	495	468	513	516	505
Italy*	—	—	—	474	484	460
Latvia	488	509	467	—	—	—
Lithuania	—	—	—	516	542	490
Norway	581	594	544	—	—	—
Russian Federation	545	575	509	542	568	515
Slovenia*	523	546	455	475	484	464
Sweden	573	589	540	512	519	496
Switzerland	488	529	446	533	559	503
United States*	423	439	405	442	457	426

— Country did not participate in this component.

* Country did not satisfy one or more of the sampling or other guidelines. See *Supplemental Note 7* for more information on the Third International Mathematics and Science Study (TIMSS).

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Achievement in the Final Year of Secondary School: IEA's Third International Mathematics and Science Study*, 1998.

Civics Performance of Students

Table 20-1 Percentage distribution of students according to civics achievement level, by grade and selected student characteristics: 1998

Student characteristic	Achievement level			
	Below Basic	Basic	Proficient	Advanced
Grade 4				
Total	31	46	21	2
Sex				
Male	32	45	21	2
Female	30	47	22	1
Race-ethnicity				
White	21	50	27	2
Black	52	40	7	1
Hispanic	57	35	8	—
Asian/Pacific Islander	29	44	24	3
American Indian/Alaskan Native	46	40	14	0
Grade 8				
Total	30	48	21	2
Sex				
Male	33	45	20	2
Female	27	51	21	1
Race-ethnicity				
White	20	51	26	2
Black	50	43	7	—
Hispanic	55	36	8	—
Asian/Pacific Islander	29	46	23	3
American Indian/Alaskan Native	51	39	11	—
Grade 12				
Total	35	39	22	4
Sex				
Male	38	35	21	5
Female	32	42	22	3
Race-ethnicity				
White	27	41	27	5
Black	58	33	8	1
Hispanic	56	33	10	1
Asian/Pacific Islander	34	37	23	5
American Indian/Alaskan Native	56	36	8	1

— Percentage is less than 0.5.

NOTE: Percentages may not add to 100 due to rounding. See *Supplemental Note 3* for information on the racial-ethnic categories. See *Supplemental Note 6* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Civics Report Card for the Nation: Findings from the National Assessment of Educational Progress (NCES 2000-457)*, 1999.

Civic Activities of Students: News Attentiveness

Table 21-1 Percentage of students in grades 6–12 who reported reading, watching or listening to, and/or discussing the news with their parents almost daily, by sex, race-ethnicity, and coursetaking: 1998

Type of civic activity and coursetaking	Total	Sex		Race-ethnicity			
		Male	Female	White	Black	Hispanic	Other
Students in grades 6–12							
Read national news stories	11.6	13.5	9.6	11.9	11.2	10.7	11.4
Watch/listen to national news	42.0	44.5	39.4	39.7	48.6	45.2	40.7
Discuss national news with parents	7.1	7.6	6.6	6.4	26.0	8.6	7.1
Any of the above	49.0	52.0	46.0	47.0	54.6	52.3	47.6
Students who took a course*							
Read national news stories	13.6	16.0	11.2	14.0	13.5	12.2	12.6
Watch/listen to national news	43.2	46.5	39.9	41.3	50.4	44.8	40.6
Discuss national news with parents	7.9	8.8	7.1	7.3	9.4	9.6	6.9
Any of the above	51.2	55.4	47.0	49.8	56.1	53.2	48.5
Students who did not take a course*							
Read national news stories	6.6	7.5	5.7	6.3	5.1	8.4	8.2
Watch/listen to national news	39.1	40.0	38.3	35.5	44.1	45.9	40.8
Discuss national news with parents	5.1	4.9	5.3	3.9	6.6	7.2	7.5
Any of the above	43.9	44.3	43.4	39.7	50.7	51.1	45.1

* In 1998, 70 percent of youth took a course that required the student to pay attention to government, politics, or national issues, while 30 percent did not.

NOTE: See *Supplemental Note 2* for information on the National Household Education Survey (NHES). See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Youth Interview Component).

Voting Participation

Table 22-1 Voting rates and ratios of voting rates for the population ages 25–44, by highest level of educational attainment and type of election: Selected years 1964–98

Type of election and year	Total ¹	Highest level of educational attainment			
		1–3 years of high school	High school diploma or GED	Some college	Bachelor's degree or higher
Voting rates					
Congressional elections					
1974	42.2	24.7	41.9	49.7	59.3
1990	40.7	17.8	34.4	47.9	57.4
1994 ²	39.4	13.1	30.7	45.9	57.5
1998	34.8	13.1	27.4	40.3	48.5
Presidential elections					
1964	69.0	60.5	75.5	82.9	86.2
1976	58.7	38.5	57.8	67.4	78.5
1988	54.0	26.3	47.4	61.7	75.0
1992	58.3	27.0	49.8	66.9	78.5
1996	49.2	20.2	40.0	56.8	68.0
Ratio of voting rate to that of high school graduates					
Congressional elections					
1974	—	0.590	1.000	1.186	1.415
1990	—	0.517	1.000	1.393	1.670
1994 ²	—	0.427	1.000	1.495	1.873
1998	—	0.477	1.000	1.467	1.768
Presidential elections					
1964	—	0.801	1.000	1.098	1.142
1976	—	0.667	1.000	1.166	1.359
1988	—	0.555	1.000	1.301	1.582
1992	—	0.543	1.000	1.344	1.578
1996	—	0.506	1.000	1.421	1.702

— Not applicable.

¹ Includes those with less than 9 years of education.

² Revised from previously published figures.

NOTE: In 1992, the Current Population Survey (CPS) changed the questions used to obtain educational attainment. See *Supplemental Note 1* for more information. To minimize the impact of age on voting trends, this analysis is confined to individuals ages 25–44. The voting rate is calculated as the number of voters ages 25–44 divided by the total of individuals, both non-U.S. and U.S. citizens, in the age group.

SOURCE: U.S. Department of Commerce, Bureau of the Census. *Current Population Reports*, "Voting and Registration in the Election of November (various years)," series P-20, Nos. 143, 293, 322, 440, 453, 466, PPL-25, P20-504, and P25-1132.

Voting Participation

Table 22-2 Percentage of 18- to 24-year-olds who reported voting and being registered to vote, by sex, race-ethnicity, and enrollment status: November 1998

Enrollment status	Total	Sex		Race-ethnicity		
		Male	Female	White	Black	Hispanic
Reported voting						
Total	18.5	17.6	19.3	19.5	16.9	14.7
Enrolled in high school	11.4	10.6	12.4	14.1	8.4	5.4
Enrolled in college	24.2	23.4	24.9	25.1	20.6	24.1
Full time	23.7	22.5	24.9	24.1	20.3	28.7
Part time	26.7	28.2	25.3	30.8	22.2	12.1
Not enrolled in school	15.6	15.0	16.1	16.0	16.6	12.2
18–20 years old	10.3	10.4	10.1	11.7	8.9	5.8
21–24 years old	18.0	17.3	18.7	17.9	20.5	16.1
Reported being registered to vote						
Total	43.6	40.9	46.1	45.9	40.6	36.4
Enrolled in high school	23.1	21.5	25.3	25.5	22.7	15.9
Enrolled in college	52.2	51.1	53.3	54.8	45.5	48.0
Full time	52.2	50.7	53.6	54.6	44.4	50.3
Part time	52.4	52.9	51.8	56.3	50.4	41.9
Not enrolled in school	40.3	37.2	43.3	41.5	41.4	34.4
18–20 years old	27.5	25.3	29.9	28.9	27.9	21.8
21–24 years old	46.3	43.3	49.1	46.9	48.4	42.2

NOTE: See *Supplemental Note 1* for information on the Current Population Survey (CPS). Included in the totals but not shown separately are other racial-ethnic groups; see *Supplemental Note 3* for more information on the racial-ethnic categories.

SOURCE: U.S. Department of Commerce, Bureau of the Census. *Current Population Reports*, unpublished tabulations from the *Voting and Registration Supplement*, 1998.

Annual Earnings of Young Adults

Table 23-1 Median annual earnings (in constant 1999 dollars) of all wage and salary workers ages 25–34, by sex and educational attainment: 1970–98

Year	Male				Female			
	Grades 9–11	High school	Some college	Bachelor's or higher	Grades 9–11	High school	Some college	Bachelor's or higher
1970	\$29,377	\$35,553	\$38,794	\$44,031	\$8,640	\$14,681	\$17,570	\$26,772
1971	30,048	35,755	37,703	43,775	9,724	15,156	17,369	28,408
1972	29,860	37,707	38,085	44,594	9,908	15,699	18,575	28,119
1973	31,538	38,070	37,869	44,153	10,767	15,421	19,652	27,494
1974	29,008	35,937	36,559	41,134	9,519	15,310	18,282	26,586
1975	26,023	33,222	35,509	38,808	9,837	15,305	18,968	26,379
1976	26,322	33,630	34,773	39,961	9,758	16,016	18,214	25,334
1977	26,109	33,851	34,636	39,859	10,190	16,283	19,955	24,935
1978	26,068	34,072	35,627	40,099	8,557	15,899	18,527	24,647
1979	25,377	33,430	35,291	38,755	11,313	16,055	19,156	24,947
1980	22,822	31,075	32,390	37,021	10,284	15,943	19,801	24,243
1981	21,238	28,943	30,831	37,455	9,527	15,542	19,145	23,985
1982	19,141	26,897	30,039	36,063	10,094	15,179	18,301	24,735
1983	18,972	27,053	30,612	36,601	10,206	15,350	19,034	25,594
1984	17,532	27,708	31,941	37,623	9,042	16,035	19,431	25,849
1985	18,776	26,657	31,662	39,958	10,082	16,087	18,957	27,157
1986	18,591	26,777	31,561	40,279	10,349	16,006	19,434	28,496
1987	19,657	27,186	30,789	40,409	11,040	16,391	20,495	29,201
1988	18,848	27,840	30,561	39,419	9,008	16,108	21,084	29,168
1989	18,934	27,144	30,473	39,357	9,717	15,508	20,444	29,903
1990	18,033	25,420	29,091	37,532	8,848	15,365	20,545	29,528
1991	15,945	24,747	28,229	37,773	9,593	15,043	19,878	28,573
1992	16,066	23,610	26,784	37,822	11,349	14,849	19,918	29,704
1993	15,683	23,457	26,348	36,799	8,621	14,687	19,273	29,279
1994	16,059	23,803	27,250	36,241	8,953	15,482	18,629	28,870
1995	17,277	23,440	26,033	36,353	9,135	14,856	18,977	28,391
1996	16,385	23,875	27,331	37,361	9,476	14,875	18,954	28,016
1997	17,610	24,800	27,544	37,184	9,951	15,756	19,184	30,033
1998	17,976	25,864	30,124	40,363	10,638	15,356	20,074	30,774

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *Supplemental Note 1* for more information. The Consumer Price Index (CPI) was used to adjust earnings into constant dollars; see *Supplemental Note 3* for more information.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1970–98.

Annual Earnings of Young Adults

Table 23-2 Ratio of median annual earnings of all wage and salary workers ages 25–34 whose highest education level was grades 9–11, some college, or a bachelor's degree or higher, compared with those with a high school diploma or GED, by sex: 1970–98

Year	Grades 9–11		Some college		Bachelor's degree or higher	
	Male	Female	Male	Female	Male	Female
1970	0.83	0.59	1.09	1.20	1.24	1.82
1971	0.84	0.64	1.05	1.15	1.22	1.87
1972	0.79	0.63	1.01	1.18	1.18	1.79
1973	0.83	0.70	0.99	1.27	1.16	1.78
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
1994	0.67	0.58	1.14	1.20	1.52	1.86
1995	0.74	0.61	1.11	1.28	1.55	1.91
1996	0.69	0.64	1.14	1.27	1.56	1.88
1997	0.71	0.63	1.11	1.22	1.50	1.91
1998	0.70	0.69	1.16	1.31	1.56	2.00

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.56 in 1998 for males whose highest education level was a bachelor's degree or higher means that they earned 56 percent more than males who had a high school diploma or GED. The ratio of 0.70 in 1998 for males whose highest education level was grades 9–11 means that they earned 30 percent less than males who had a high school diploma or GED. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *Supplemental Note 1* for more information.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1970–98.

Annual Earnings of Young Adults

Table 23-3 Ratio of median annual earnings of all male to all female wage and salary workers ages 25–34, by educational attainment: 1970–98

Year	Grades 9–11	High school completer	Some college	Bachelor's degree or higher
1970	3.40	2.42	2.21	1.64
1971	3.09	2.36	2.17	1.54
1972	3.01	2.40	2.05	1.59
1973	2.93	2.47	1.93	1.61
1974	3.05	2.35	2.00	1.55
1975	2.65	2.17	1.87	1.47
1976	2.70	2.10	1.91	1.58
1977	2.56	2.08	1.74	1.60
1978	3.05	2.14	1.92	1.63
1979	2.24	2.08	1.84	1.55
1980	2.22	1.95	1.64	1.53
1981	2.23	1.86	1.61	1.56
1982	1.90	1.77	1.64	1.46
1983	1.86	1.76	1.61	1.43
1984	1.94	1.73	1.64	1.46
1985	1.86	1.66	1.67	1.47
1986	1.80	1.67	1.62	1.41
1987	1.78	1.66	1.50	1.38
1988	2.09	1.73	1.45	1.35
1989	1.95	1.75	1.49	1.32
1990	2.04	1.65	1.42	1.27
1991	1.66	1.65	1.42	1.32
1992	1.42	1.59	1.34	1.27
1993	1.82	1.60	1.37	1.26
1994	1.79	1.54	1.46	1.26
1995	1.89	1.58	1.37	1.28
1996	1.73	1.61	1.44	1.33
1997	1.77	1.57	1.44	1.24
1998	1.69	1.68	1.50	1.31

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.31 in 1998 for those whose highest education level was a bachelor's degree or higher means that males who had attained a bachelor's degree or higher earned 31 percent more than females with the same level of educational attainment. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *Supplemental Note 1* for more information.

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1970–98.

Educational Plans

Table 24-1 Percentage distribution of high school seniors according to reported plans for postsecondary education, by sex and program type: 1980, 1990, and 1997

Postsecondary plans	1980			1990			1997		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Attend a technical/vocational school									
Definitely will	9.4	9.9	8.7	8.7	9.0	8.3	8.2	9.1	7.3
Probably will	17.5	19.2	15.8	15.2	16.4	13.8	13.9	16.3	11.7
Definitely/probably won't	73.1	70.9	75.5	76.1	74.5	78.0	77.9	74.5	81.0
Graduate from a 2-year college program									
Definitely will	11.8	9.6	13.6	16.3	13.9	18.6	16.2	13.9	18.3
Probably will	20.5	19.2	21.6	22.4	22.0	22.8	21.1	22.4	19.8
Definitely/probably won't	67.7	71.2	64.7	61.3	64.1	58.6	62.7	63.7	61.9
Graduate from a 4-year college program									
Definitely will	34.5	35.6	33.6	48.1	45.8	50.8	55.5	50.9	59.6
Probably will	22.4	23.5	21.3	22.2	24.0	20.5	21.8	23.4	20.4
Definitely/probably won't	43.2	41.0	45.0	29.7	30.2	28.8	22.7	25.7	20.0
Attend graduate or professional school after college									
Definitely will	10.6	11.5	9.8	15.2	14.2	16.4	20.7	17.2	23.9
Probably will	23.5	24.8	22.3	30.4	29.7	31.3	34.1	32.7	35.3
Definitely/probably won't	65.9	63.8	67.9	54.4	56.2	52.2	45.2	50.1	40.8

NOTE: Percentages may not add to 100.0 due to rounding. The response rates for this survey do not meet NCES standards. Students were asked how likely it was that they would participate in different types of postsecondary education. The response options were "definitely will," "probably will," "probably won't," and "definitely won't."

SOURCE: U.S. Department of Education, NCES. *Trends in Educational Equity for Girls and Women* (NCES 2000-030), 2000 (1980 and 1990 data); University of Michigan, Institute for Social Research, *Monitoring the Future Study* (1997 data).

Attitudes About Mathematics

Table 25-1 Percentage of students who agreed with statements about mathematics, by grade level and sex: 1990, 1992, and 1996

Statement and year	Grade 4			Grade 8			Grade 12		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
I like mathematics									
1990	70	69	71	57	60	54	54	58	51
1992	71	72	71	57	59	55	51	53	49
1996	69	69	70	56	58	53	50	53	48
I am good at mathematics									
1990	64	68	60	62	66	57	58	63	53
1992	65	70	59	60	66	54	50	56	45
1996	66	70	61	63	68	59	53	59	47

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), 1990, 1992, and 1996.

First-Time Kindergartners' Approaches to Learning

Table 26-1 Percentage distribution of first-time kindergartners according to the frequency with which teachers reported they persist at tasks, are eager to learn new things, and pay attention well, by child and family characteristics: Fall 1998

Characteristic	Persist at tasks		Eager to learn		Pay attention	
	Never/ sometimes	Often/ very often	Never/ sometimes	Often/ very often	Never/ sometimes	Often/ very often
Total	29	71	25	75	34	66
Sex						
Male	35	65	29	71	42	58
Female	22	78	22	78	26	74
Mother's highest education level						
Less than high school	39	61	38	62	45	55
High school diploma or equivalent	30	70	28	72	36	64
Some college, including vocational/technical	27	73	22	78	32	68
Bachelor's degree or higher	21	79	17	83	25	75
Child's race-ethnicity						
White	25	75	22	78	30	70
Black	38	62	34	66	45	55
Asian	19	81	20	80	29	71
Hispanic	33	67	30	70	38	62

NOTE: Percentages may not add to 100 due to rounding. See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Credits Earned in High School

Table 27-1 Average number of total and academic credits earned in high school, by race-ethnicity: Selected years 1982–98

Year	Total credits earned				Total academic credits earned			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1982	21.8	21.9	21.4	21.5	14.7	15.0	14.0	13.5
1987	23.1	23.2	22.5	22.9	16.0	16.0	15.3	15.3
1990	23.6	23.7	23.5	23.9	16.8	16.9	16.3	16.7
1992	24.0	24.0	23.7	24.0	17.5	17.6	17.0	17.1
1994	24.3	24.5	23.7	24.2	17.7	17.9	16.7	17.4
1998	25.2	25.2	24.8	25.4	18.0	18.1	17.2	17.7

NOTE: See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B:1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1987, 1990, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Event Dropout Rates, by Urbanicity

Table 28-1 Event dropout rates for 15- to 24-year-olds in grades 10–12, by urbanicity: 1990–98

Year	Total	Urbanicity		
		Urban	Suburban	Rural
1990	4.1	5.7	3.2	3.5
1991	4.0	5.7	3.0	4.1
1992	4.4	4.9	3.6	4.9
1993	4.5	5.2	3.3	4.9
1994	—	—	—	—
1995	—	—	—	—
1996	4.7	7.1	3.8	3.8
1997	4.3	5.7	3.6	3.8
1998	4.4	6.1	3.8	3.9

— Not available.

NOTE: See *Supplemental Note 3* for information on the urbanicity categories.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Survey, various years, special tabulations.

Who Is Prepared for College

Table 30-1 Percentage distribution of 1992 high school graduates according to level of qualification for admission to a 4-year institution, by race-ethnicity

Race-ethnicity	Marginally or unqualified	College qualified*				
		Total	Minimally	Somewhat	Highly	Very highly
Total	35.5	64.5	16.6	15.9	18.2	13.8
White	31.9	68.2	16.1	16.6	20.3	15.2
Black	53.1	46.9	16.7	14.0	9.9	6.3
Hispanic	47.0	53.0	20.7	13.6	10.8	7.9
Asian/Pacific Islander	27.3	72.7	14.6	15.0	20.2	23.0
American Indian/Alaskan Native	55.2	44.8	22.2	15.8	5.9	1.0

*Four-year College Qualification Index based on high school GPA, senior class rank, NELS 1992 aptitude test, SAT or ACT scores, and curricular rigor. See *Supplemental Note 9* for more information on the College Qualification Index.

NOTE: Percentages may not add to totals due to rounding. See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES. National Education Longitudinal Study of 1988 Eighth Graders, "Third Follow-up" (NELS:1988/1994).

Immediate Transition to College

Table 32-1 Percentage of high school completers who were enrolled in college the October after completing high school, by family income and race-ethnicity: October 1972–98

October	Total	Family income ¹				Race-ethnicity ²				
		Low		Middle	High	White	Black		Hispanic	
		Annual	3-year average	Annual	Annual	Annual	Annual	3-year average	Annual	3-year average
1972	49.2	26.1	(³)	45.2	63.8	49.7	44.6	(³)	45.0	(³)
1973	46.6	20.3	(³)	40.9	64.4	47.8	32.5	41.4	54.1	48.8
1974	47.6	—	—	—	—	47.2	47.2	40.5	46.9	53.1
1975	50.7	31.2	(³)	46.2	64.5	51.1	41.7	44.5	58.0	52.7
1976	48.8	39.1	32.3	40.5	63.0	48.8	44.4	45.3	52.7	53.6
1977	50.6	27.7	32.4	44.2	66.3	50.8	49.5	46.8	50.8	48.8
1978	50.1	31.4	29.8	44.3	64.0	50.5	46.4	47.5	42.0	46.1
1979	49.3	30.5	31.6	43.2	63.2	49.9	46.7	45.2	45.0	46.3
1980	49.3	32.5	32.2	42.5	65.2	49.8	42.7	44.0	52.3	49.6
1981	53.9	33.6	32.9	49.2	67.6	54.9	42.7	40.3	52.1	48.7
1982	50.6	32.8	33.6	41.7	70.9	52.7	35.8	38.8	43.2	49.4
1983	52.7	34.6	34.0	45.2	70.3	55.0	38.2	38.0	54.2	46.7
1984	55.2	34.5	36.3	48.4	74.0	59.0	39.8	39.9	44.3	49.3
1985	57.7	40.2	35.9	50.6	74.6	60.1	42.2	39.5	51.0	46.1
1986	53.8	33.9	36.8	48.5	71.0	56.8	36.9	43.5	44.0	42.3
1987	56.8	36.9	37.6	50.0	73.8	58.6	52.2	44.2	33.5	45.0
1988	58.9	42.5	42.4	54.7	72.8	61.1	44.4	49.7	57.1	48.5
1989	59.6	48.1	45.6	55.4	70.7	60.7	53.4	48.0	55.1	52.7
1990	60.1	46.7	44.8	54.4	76.6	63.0	46.8	48.9	42.7	52.5
1991	62.5	39.5	42.2	58.4	78.2	65.4	46.4	47.2	57.2	52.6
1992	61.9	40.9	43.6	57.0	79.0	64.3	48.2	50.0	55.0	58.2
1993	61.5	50.4	44.0	56.9	79.3	62.9	55.6	51.3	62.2	55.7
1994	61.9	41.0	41.2	57.8	78.4	64.5	50.8	52.4	49.1	55.0
1995	61.9	34.2	41.5	56.1	83.4	64.3	51.2	52.9	53.7	51.6
1996	65.0	48.6	47.1	62.7	78.0	67.4	56.0	55.4	50.8	57.6
1997	67.0	57.0	50.6	60.8	82.2	68.2	58.5	58.8	65.6	55.3
1998	65.6	46.4	(³)	64.9	77.3	68.5	61.9	(³)	47.4	(³)

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

¹ Low income is the bottom 20 percent of all family incomes, high income is the top 20 percent of all family incomes, and middle income is the 60 percent in between. See *Supplemental Note 1* for more information.

² Included in the total but not shown separately are high school completers from other racial-ethnic groups; see *Supplemental Note 3* for more information on the racial-ethnic categories.

³ Due to small sample sizes for the low income, black, and Hispanic categories, 3-year averages also were calculated for each category. For example, the 3-year average for blacks in 1973 is the average percentage of black high school completers ages 16–24 who were enrolled in college the October after completing high school in 1972, 1973, and 1974. Thus, 3-year averages cannot be calculated for 1972 and 1998 and for groups of 3 years in which some data are not available (e.g., 1973–75 for the low-income category). Three-year averages have been revised from previously published figures.

NOTE: Includes those ages 16–24 only. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. See *Supplemental Note 1* for more information.

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

Immediate Transition to College

Table 32-2 Percentage of high school completers who were enrolled in college the October after completing high school, by parents' highest education level: October 1990–98

Parents' highest education level ¹	1990	1991	1992	1993	1994	1995	1996	1997	1998
Total	60.1	62.5	61.9	61.5	61.9	61.9	65.0	67.0	65.6
Less than high school diploma	33.9	42.6	33.1	47.1	43.0	27.3	45.0	51.4	49.8
High school diploma or GED	49.0	51.0	55.5	52.3	49.9	47.0	56.1	61.7	57.2
Some college	65.6	67.5	67.5	62.7	65.0	70.2	66.6	62.6	67.7
Bachelor's degree or higher	83.1	87.2	81.3	87.9	82.5	87.7	85.2	86.1	82.3
Not available ²	47.7	42.1	38.0	42.0	43.1	30.8	45.6	51.3	50.1

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

² Parents' highest education level is not available for those who do not live with their parents and who are classified as the head of the household (not including those who live in college dormitories); and those whose parents' educational attainment was not reported. In 1998, approximately 12 percent of high school completers ages 16–24 were in this category.

NOTE: Includes those ages 16–24 only. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *Supplemental Note 1* for more information.

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

Immediate Transition to College

Table 32-3 Percentage of high school completers who were enrolled in college the October after completing high school, by sex and type of institution: October 1972–98

October	Male			Female		
	Total	2-year	4-year	Total	2-year	4-year
1972	52.7	—	—	46.0	—	—
1973	50.0	14.6	35.4	43.4	15.2	28.2
1974	49.4	16.6	32.8	45.9	13.9	32.0
1975	52.6	19.0	33.6	49.0	17.4	31.6
1976	47.2	14.5	32.7	50.3	16.6	33.8
1977	52.1	17.2	35.0	49.3	17.8	31.5
1978	51.1	15.6	35.5	49.3	18.3	31.0
1979	50.4	16.9	33.5	48.4	18.1	30.3
1980	46.7	17.1	29.7	51.8	21.6	30.2
1981	54.8	20.9	33.9	53.1	20.1	33.0
1982	49.1	17.5	31.6	52.0	20.6	31.4
1983	51.9	20.2	31.7	53.4	18.4	35.1
1984	56.0	17.7	38.4	54.5	21.0	33.5
1985	58.6	19.9	38.8	56.8	19.3	37.5
1986	55.8	21.3	34.5	51.9	17.3	34.6
1987	58.3	17.3	41.0	55.3	20.3	35.0
1988	57.1	21.3	35.8	60.7	22.4	38.3
1989	57.6	18.3	39.3	61.6	23.1	38.5
1990	58.0	19.6	38.4	62.2	20.6	41.6
1991	57.9	22.9	35.0	67.1	26.8	40.3
1992	60.0	22.1	37.8	63.8	23.9	40.0
1993	58.7	22.4	36.3	64.0	22.4	41.6
1994	60.6	23.0	37.5	63.2	19.1	44.1
1995	62.6	25.3	37.4	61.3	18.1	43.2
1996	60.1	21.5	38.5	69.7	24.6	45.1
1997	63.6	21.4	42.2	70.3	24.1	46.2
1998	62.4	24.4	38.0	69.1	24.3	44.8

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

NOTE: Includes those ages 16–24 only. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted; see *Supplemental Note 1* for more information. Details may not add to totals due to rounding.

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

Remediation and Degree Completion

Table 34-1 Percentage distribution of postsecondary education students in degree-granting institutions, by type and amount of remedial coursework and degree completion: 1980–93

Highest degree	Type and amount of remedial coursework				
	Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses (and not two mathematics courses)	Only one course, not mathematics or reading	No courses
Total	100	100	100	100	100
None	66	55	57	45	44
Associate's	13	10	17	10	5
Bachelor's or more	21	35	26	45	51

NOTE: Higher education students were 1982 high school seniors who attended college by age 29–30. Students who attended only sub-baccalaureate vocational/technical schools are not included. See *Supplemental Note 10* for the definition of remedial courses. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table 34-2 Percentage distribution of students who took any remedial reading or mathematics courses in college according to other remedial coursework taken: 1980–93

Remedial courses	Number of additional remedial courses					Any remedial mathematics	Any remedial reading
	None	One	Two	Three	Four or more		
Any remedial reading courses	15.1	23.2	19.7	12.6	29.3	66.7	—
Any remedial mathematics courses	46.0	23.0	14.9	6.4	9.7	—	23.6

— Not applicable.

NOTE: See *Supplemental Note 10* for the definition of remedial courses. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table 34-3 Percentage distribution of postsecondary education students by type and amount of remedial coursework in college and types of degree-granting institutions attended: 1980–93

Institution attended	Percentage of all students	Total	Type and amount of remedial coursework				No courses
			Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses (and not two mathematics courses)	Only one course, not mathematics or reading	
Total	100	100	13	14	17	9	47
4-year only	44	100	9	13	9	9	60
2-year only	29	100	18	13	22	9	37
2-year and 4-year only	18	100	12	19	24	9	36
Other combinations*	9	100	13	15	22	9	41

* Attendance at sub-baccalaureate vocational/technical school in addition to 2-year and/or 4-year institutions.

NOTE: Higher education students were 1982 high school seniors who attended college by age 29–30. Students who attended only sub-baccalaureate vocational/technical schools are not included. See *Supplemental Note 10* for the definition of remedial courses. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Degrees Earned by Women

Table 37-1 Percentage of master's and doctoral degrees earned by women, by field of study: 1970–71 and 1996–97

Field of study	Master's degrees		Doctoral degrees	
	1970–71	1996–97	1970–71	1996–97
Total	40.1	56.9	14.3	40.8
Health professions and related sciences	55.3	78.6	16.5	56.0
Education	56.2	76.6	21.0	62.8
Psychology	40.6	73.2	24.0	66.7
English language and literature/letters	60.6	64.6	28.8	57.5
Visual and performing arts	47.4	57.9	22.2	50.5
Communications	34.6	64.2	13.1	48.3
Biological/life sciences	33.6	53.1	16.3	43.1
Business management and administrative services	3.9	38.9	2.8	29.1
Social sciences and history	28.5	47.0	13.9	37.9
Mathematics	27.1	40.8	7.6	24.1
Agriculture and natural resources	5.9	42.2	2.9	27.4
Physical sciences	13.3	32.6	5.6	23.0
Computer and information sciences	10.3	28.2	2.3	15.9
Engineering	1.1	18.3	0.6	12.3

NOTE: See Supplemental Note 12 for information on the fields of study.

SOURCE: U.S. Department of Education, NCES, 1970–71 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys and 1996–97 Integrated Postsecondary Education Data System (IPEDS), "Completions" survey.

Educational Attainment

Table 38-1 Percentage of 25- to 29-year-olds who have completed at least high school, by race-ethnicity and sex: March 1971–99

March	All			White			Black			Hispanic		
	Total*	Male	Female	Total*	Male	Female	Total*	Male	Female	Total*	Male	Female
1971	77.7	79.1	76.5	81.7	83.0	80.5	58.8	56.7	60.5	48.3	51.3	45.7
1972	79.8	80.5	79.2	83.4	84.1	82.7	64.1	61.7	66.0	47.6	47.1	47.9
1973	80.2	80.6	79.8	84.0	84.2	83.9	64.1	63.2	64.9	52.3	54.2	50.6
1974	81.9	83.1	80.8	85.5	86.0	85.0	68.4	71.5	65.8	54.1	55.9	52.5
1975	83.1	84.5	81.7	86.6	88.0	85.2	71.1	72.3	70.1	53.1	52.2	53.9
1976	84.7	86.0	83.5	87.7	89.0	86.4	74.0	72.8	74.9	58.1	57.6	58.4
1977	85.4	86.6	84.2	88.6	89.2	88.0	74.5	77.5	72.0	58.0	61.9	54.6
1978	85.3	86.0	84.6	88.5	88.8	88.2	77.4	78.7	76.3	56.5	58.5	54.6
1979	85.6	86.3	84.9	89.2	89.8	88.5	74.7	74.0	75.3	57.1	55.5	58.6
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.8	78.3	57.9	57.0	58.8
1981	86.3	86.5	86.1	89.8	89.7	89.9	77.6	78.8	76.6	59.8	59.1	60.4
1982	86.2	86.3	86.1	89.1	89.1	89.1	81.0	80.4	81.5	61.0	60.6	61.2
1983	86.0	86.0	86.0	89.3	89.3	89.3	79.5	79.0	79.9	58.4	57.8	58.9
1984	85.9	85.6	86.3	89.4	89.4	89.4	79.1	75.9	81.7	58.6	56.7	60.1
1985	86.2	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5	61.0	58.6	63.1
1986	86.1	85.9	86.4	89.6	88.7	90.4	83.5	86.4	81.0	59.1	58.2	60.0
1987	86.0	85.5	86.4	89.4	88.9	90.0	83.5	84.5	82.6	59.8	58.6	61.0
1988	85.9	84.7	87.1	89.7	88.4	90.9	80.9	80.9	80.9	62.3	59.9	64.8
1989	85.5	84.4	86.5	89.3	88.2	90.4	82.3	80.5	83.8	61.0	61.0	61.1
1990	85.7	84.4	87.0	90.1	88.6	91.6	81.8	81.4	82.0	58.2	56.6	59.9
1991	85.4	84.9	85.8	89.8	89.2	90.5	81.8	83.6	80.1	56.7	56.4	57.2
1992	86.3	86.1	86.5	90.6	90.3	91.1	80.9	82.7	79.3	60.9	61.1	60.6
1993	86.7	86.0	87.4	91.2	90.7	91.8	82.7	84.8	80.8	60.9	58.2	63.9
1994	86.1	84.5	87.6	91.1	90.0	92.3	84.1	82.8	85.3	60.3	58.0	63.0
1995	86.9	86.3	87.4	92.5	92.0	93.0	86.8	88.4	85.3	57.2	55.7	58.7
1996	87.3	86.5	88.1	92.6	92.0	93.1	86.0	87.9	84.5	61.1	59.7	62.9
1997	87.4	85.8	88.9	92.9	91.7	94.0	86.9	85.8	87.8	61.8	59.2	64.8
1998	88.1	86.6	89.6	93.6	92.5	94.6	88.2	88.4	88.1	62.8	59.9	66.3
1999	87.8	86.1	89.5	93.0	91.9	94.1	88.7	88.2	89.2	61.6	57.4	65.9

* Included in totals but not shown separately are other racial-ethnic groups; see *Supplemental Note 3* for more information on the racial-ethnic categories.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted; see *Supplemental Note 1* for more information.

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

Educational Attainment

Table 38-2 Percentage of 25- to 29-year-olds who have completed at least some college, by race-ethnicity and sex: March 1971–99

March	All			White			Black			Hispanic		
	Total*	Male	Female	Total*	Male	Female	Total*	Male	Female	Total*	Male	Female
1971	43.6	48.7	38.4	44.9	50.2	39.5	30.9	29.0	32.2	30.6	38.3	22.8
1972	45.1	50.7	39.5	46.3	52.3	40.2	33.3	31.7	34.6	32.1	37.2	28.3
1973	45.3	51.4	39.4	46.6	53.0	40.2	33.5	33.5	33.5	31.6	39.4	24.5
1974	48.9	53.8	44.1	50.4	55.6	45.2	35.4	36.9	34.1	39.2	44.1	34.5
1975	50.1	56.0	44.1	51.2	57.3	44.9	38.7	41.0	36.8	41.1	50.4	32.6
1976	52.1	58.2	46.0	53.8	60.1	47.4	37.2	40.5	34.7	36.3	42.3	31.2
1977	53.2	58.0	48.5	54.8	59.9	49.7	41.7	44.2	39.6	41.1	42.6	39.5
1978	54.4	59.3	49.6	55.9	61.4	50.3	44.9	45.2	44.4	43.6	47.2	40.1
1979	54.1	57.7	50.6	55.7	59.4	51.9	41.7	40.7	42.5	44.0	50.7	38.0
1980	52.3	55.8	49.0	53.8	57.3	50.3	42.3	43.6	41.3	39.9	45.5	34.7
1981	50.1	52.7	47.5	51.2	54.1	48.3	42.5	43.0	42.2	39.6	41.7	37.7
1982	49.9	51.5	48.3	50.7	52.2	49.1	45.8	47.4	44.6	39.6	40.6	38.7
1983	50.6	52.1	49.0	51.6	53.4	49.7	41.6	42.0	41.2	42.9	41.1	44.6
1984	50.1	50.9	49.3	51.0	51.7	50.3	41.6	41.6	41.7	45.6	47.5	44.0
1985	50.8	51.5	50.1	51.8	52.5	51.2	42.7	42.4	42.9	44.2	45.9	42.9
1986	51.0	51.4	50.8	52.3	52.8	51.8	43.4	41.5	45.2	42.9	42.8	43.0
1987	50.7	50.4	51.0	51.4	51.5	51.4	43.0	38.4	47.0	44.6	46.3	43.1
1988	50.8	51.6	50.1	51.8	52.4	51.2	41.2	42.9	39.7	44.9	44.3	45.6
1989	51.3	52.0	50.5	52.8	53.4	52.2	42.1	42.2	41.9	44.3	44.8	43.9
1990	52.0	51.8	52.1	53.6	53.4	53.8	44.1	43.0	45.0	40.1	40.4	39.8
1991	53.1	52.3	53.8	54.9	54.7	55.1	43.2	38.3	47.7	42.2	40.9	43.4
1992	56.7	56.0	57.4	58.8	58.3	59.2	44.7	42.3	46.9	46.8	44.5	49.6
1993	58.9	57.6	60.1	61.0	60.3	61.6	48.4	43.6	52.5	48.8	46.1	51.9
1994	60.5	58.9	62.0	62.7	61.0	64.3	49.6	48.7	50.3	51.5	48.3	55.0
1995	62.2	60.6	63.9	64.6	62.6	66.7	52.0	51.2	52.5	50.3	48.0	52.7
1996	64.7	63.1	66.3	67.0	65.5	68.4	55.9	54.5	57.1	50.9	47.0	55.6
1997	65.4	64.0	66.8	68.2	66.9	69.5	53.7	50.2	56.5	53.9	51.9	56.1
1998	65.6	63.0	68.1	68.5	66.2	70.8	56.6	52.9	59.7	51.7	48.9	54.7
1999	66.1	63.6	68.5	68.7	66.1	71.2	57.8	52.1	62.3	50.6	47.7	53.2

* Included in totals but not shown separately are other racial-ethnic groups; see *Supplemental Note 3* for more information on the racial-ethnic categories.

NOTE: Included in the category "high school completers with some college" are those with a bachelor's degree or higher. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted; see *Supplemental Note 1* for more information.

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

Educational Attainment

Table 38-3 Percentage of 25- to 29-year-old high school completers with a bachelor's degree or higher, by race-ethnicity and sex: March 1971–99

March	All			White			Black			Hispanic		
	Total*	Male	Female	Total*	Male	Female	Total*	Male	Female	Total*	Male	Female
1971	22.0	25.8	18.1	23.1	27.0	19.1	11.5	12.1	10.9	10.5	15.4	5.8
1972	23.7	27.3	20.2	24.9	28.6	21.1	13.1	11.6	14.3	7.8	9.5	6.4
1973	23.6	26.8	20.5	24.8	28.3	21.3	12.7	11.3	13.8	10.8	12.4	9.7
1974	25.3	28.7	21.8	27.2	31.1	23.2	11.5	12.3	11.0	10.1	8.9	11.2
1975	26.3	29.7	22.9	27.5	31.1	23.7	14.7	15.3	14.2	16.6	19.7	13.4
1976	28.0	32.0	24.1	29.3	33.5	25.0	17.6	16.5	18.6	12.7	17.9	8.2
1977	28.1	31.2	25.1	29.8	33.4	26.3	16.9	16.5	17.3	11.5	11.3	11.7
1978	27.3	30.2	24.4	28.9	32.6	25.3	15.2	13.6	16.5	17.1	16.4	17.9
1979	27.0	29.9	24.2	28.6	31.6	25.5	16.6	17.8	15.7	12.9	14.2	11.4
1980	26.3	28.1	24.5	28.0	30.1	26.0	15.0	14.0	15.8	13.2	15.0	11.8
1981	24.7	26.6	22.8	26.3	28.4	24.2	14.9	15.4	14.5	12.5	14.4	10.9
1982	25.2	26.9	23.4	26.7	28.8	24.6	15.6	14.6	16.4	15.9	17.8	14.2
1983	26.2	27.8	24.6	27.4	29.4	25.4	16.2	16.5	15.9	17.8	16.8	18.8
1984	25.5	27.1	24.0	27.0	28.5	25.4	14.8	17.1	13.0	18.1	17.0	19.2
1985	25.7	26.9	24.6	27.3	28.6	26.0	14.4	12.9	15.6	18.2	18.6	17.7
1986	26.0	26.7	25.3	28.1	29.1	27.1	14.2	11.9	16.3	15.3	15.4	15.2
1987	25.6	26.1	25.2	27.6	28.0	27.1	13.8	14.0	13.6	14.5	15.7	13.4
1988	26.4	27.6	25.2	28.0	29.1	26.9	14.8	15.3	14.4	18.1	19.8	16.3
1989	27.3	28.3	26.5	29.5	30.5	28.5	15.4	15.0	15.6	16.5	15.7	17.2
1990	27.1	28.0	26.2	29.3	30.0	28.6	16.4	18.6	14.5	14.0	12.9	15.2
1991	27.2	27.0	27.3	29.7	29.7	29.8	13.4	13.7	13.1	16.3	14.4	18.1
1992	27.3	26.9	27.8	30.0	29.5	30.4	13.7	14.2	13.2	15.6	14.3	17.0
1993	27.3	27.2	27.4	29.8	30.0	29.5	16.1	14.8	17.2	13.6	12.1	15.3
1994	27.0	26.6	27.4	29.7	29.8	29.6	16.2	14.0	17.9	13.3	11.3	15.5
1995	28.4	28.4	28.5	31.2	30.9	31.4	17.8	19.7	16.1	15.5	14.0	17.1
1996	31.1	30.2	32.0	34.1	33.6	34.7	17.0	13.9	19.6	16.4	17.1	15.6
1997	31.8	30.7	32.9	35.2	34.1	36.2	16.4	13.7	18.5	17.8	16.1	19.6
1998	31.0	29.6	32.4	34.5	32.9	36.1	17.9	16.1	19.3	16.5	15.9	17.1
1999	32.1	31.2	33.0	36.1	34.8	37.3	16.9	14.9	18.6	14.4	13.0	15.8

* Included in totals but not shown separately are other racial-ethnic groups; see *Supplemental Note 3* for information on the racial-ethnic categories.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *Supplemental Note 1* for more information.

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

Coursetaking in Advanced Mathematics and Science

Table 40-1 Percentage distribution of high school graduates according to the highest level of advanced mathematics and science courses taken: Selected years 1982–98

Year	Mathematics					Science		
	Middle academic		Advanced academic			Chemistry I or Physics I	Chemistry I and Physics I	Chemistry II or Physics II
	Level I	Level II	Level I	Level II	Level III			
1982	30.6	18.2	15.5	4.8	5.9	18.4	7.4	4.8
1987	26.8	23.1	12.9	9.0	7.6	23.3	11.8	5.1
1990	25.4	26.2	12.9	10.4	7.2	28.2	13.7	5.6
1992	22.7	26.4	16.4	10.9	10.7	29.9	14.3	6.9
1994	22.4	26.9	16.3	11.6	10.2	32.1	15.0	6.4
1998	20.8	27.7	14.4	15.2	11.8	33.8	18.5	7.3

NOTE: See *Supplemental Note 8* for definitions of the levels of mathematics and science courses. The placement of graduates in the various levels of mathematics and science courses is determined by the completion of at least one course at that level. Graduates who have completed coursework at more than one level (e.g., Mathematics Middle academic level II and Advanced academic level I) were placed into the higher level of coursework completed (i.e., Advanced academic level I). Graduates may achieve higher levels of coursework (e.g., Mathematics Advanced academic level III) without having taken courses at lower levels (e.g., Mathematics Middle academic level I).

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B 1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1982, 1987, 1990, 1992, 1994, 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Class Size of Kindergartens

Table 41-1 Average size of kindergarten classrooms and percentage distribution, by class size and selected characteristics: Fall 1998

Characteristic	Average class size	Class size*	
		15 or fewer students	More than 15 students
Total	19	20	80
Program type			
Full-day	20	19	81
Part-day	18	22	78
Control of school			
Public	20	15	85
Private	18	41	59
Percent minority			
Less than 10	19	30	70
10–24	19	19	81
25–49	19	18	88
50–75	19	20	80
More than 75	20	14	86

* Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Interest Areas and Centers in Kindergarten Classrooms

Table 42-1 Percentage of kindergarten classrooms with interest areas or centers, by selected characteristics: Fall 1998

Characteristic	Interest area or center				
	Reading	Play	Mathematics	Writing	Science
Total	99	98	95	89	67
Program type					
Full-day	99	98	95	90	68
Part-day	100	99	95	85	63
Control of school					
Public	100	99	97	91	66
Private	98	95	87	79	69
Percent minority					
Less than 10	99	99	94	87	64
10–24	100	100	93	91	71
25–49	99	98	96	88	74
50–75	99	97	92	84	71
More than 75	100	98	97	91	60

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Student/Teacher Ratios

Table 43-1 Student/teacher ratios, by control and level of school: 1970–98

Year	Total			Public			Private		
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary
1970	22.4	24.6	19.5	22.3	24.3	19.8	23.0	26.5	16.4
1971	22.4	25.0	19.1	22.3	24.9	19.3	¹ 22.6	¹ 25.7	¹ 16.7
1972	21.7	23.9	18.9	21.7	23.9	19.1	¹ 21.6	¹ 24.0	¹ 16.9
1973	21.3	23.0	19.1	21.3	23.0	19.3	¹ 21.2	¹ 23.6	¹ 16.5
1974	20.8	22.6	18.5	20.8	22.6	18.7	¹ 20.4	¹ 22.6	¹ 16.0
1975	20.3	21.7	18.6	20.4	21.7	18.8	¹ 19.6	¹ 21.5	¹ 15.7
1976	20.1	21.7	18.3	20.2	21.8	18.5	19.3	20.9	15.8
1977	19.6	20.9	17.9	19.7	21.1	18.2	18.4	20.0	15.1
1978	19.2	20.9	17.1	19.3	21.0	17.3	18.7	20.2	15.6
1979	19.0	20.5	17.0	19.1	20.6	17.2	¹ 18.1	¹ 19.7	¹ 14.8
1980	18.6	20.1	16.6	18.7	20.4	16.8	17.7	18.8	15.0
1981	18.7	20.0	16.8	18.8	20.3	16.9	¹ 17.6	¹ 18.6	¹ 15.2
1982	18.4	19.8	16.4	18.6	20.2	16.6	¹ 17.2	¹ 18.2	¹ 14.9
1983	18.2	19.6	16.2	18.4	19.9	16.4	17.0	18.0	14.4
1984	17.9	19.3	16.0	18.1	19.7	16.1	¹ 16.8	¹ 17.7	¹ 14.4
1985	17.6	19.1	15.6	17.9	19.5	15.8	16.2	17.1	14.0
1986	17.4	18.8	15.5	17.7	19.3	15.7	¹ 15.7	¹ 16.5	¹ 13.6
1987	17.3	18.8	15.0	17.6	19.3	15.2	¹ 15.5	¹ 16.5	¹ 13.1
1988	17.0	18.6	14.7	17.3	19.0	14.9	¹ 15.2	¹ 16.1	¹ 12.8
1989	16.8	18.4	14.3	17.2	19.0	14.6	¹ 14.2	¹ 15.1	¹ 11.7
1990	16.9	18.5	14.3	17.2	18.9	14.6	¹ 14.7	¹ 16.1	¹ 11.3
1991	17.0	18.4	14.6	17.3	18.8	15.0	¹ 14.6	¹ 16.0	¹ 11.1
1992	17.1	18.4	14.8	17.4	18.8	15.2	¹ 14.8	¹ 16.2	¹ 11.3
1993	17.1	18.5	14.7	17.4	18.9	15.1	¹ 14.9	¹ 16.3	¹ 11.5
1994	17.0	18.6	14.4	17.3	19.0	14.8	¹ 15.0	¹ 16.4	¹ 11.4
1995	17.0	18.9	14.0	17.3	19.3	14.4	¹ 14.9	¹ 16.6	¹ 10.8
1996	16.8	18.4	14.3	17.1	18.8	14.6	¹ 14.9	¹ 16.4	¹ 11.5
1997	16.6	18.3	14.0	16.8	18.6	14.2	² 15.1	² 16.6	² 11.6
1998	¹ 16.6	¹ 18.3	¹ 14.0	¹ 16.8	¹ 18.6	¹ 14.2	² 15.2	² 16.6	² 11.6

¹ Estimated.

² Projected.

NOTE: Data for teachers are expressed in full-time equivalent (FTE) units. Distribution of unclassified teachers by level is estimated. Distribution of elementary and secondary school teachers by level is determined by reporting units. Included in the totals and the elementary category are a small number of nursery school teachers and students.

SOURCE: U.S. Department of Education, NCES. Statistics of Public Elementary and Secondary Day Schools; Common Core of Data surveys; Private School Surveys; *Projections of Education Statistics to 2009* (NCES 1999–038), 1999; and *Digest of Education Statistics 1999* (NCES 2000–031), 2000.

Instructional Environments in 8th-Grade Mathematics

Table 44-1 Percentage distribution of 8th-grade mathematics lessons containing task-controlled tasks, a combination of task- and solver-controlled tasks, or solver-controlled tasks, by country: 1994–95

Locus of control*	Country		
	United States	Germany	Japan
All task-controlled	83	48	17
Task- and solver-controlled	8	43	33
All solver-controlled	9	40	19

* A task-controlled teacher demonstrates a particular solution method to students and asks them to replicate that solution; a solver-controlled teacher encourages students to find alternative solution paths on their own.

NOTE: Percentages may not add to 100 due to rounding. See *Supplemental Note 7* for more information on the Third International Mathematics and Science Study (TIMSS).

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings from an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

Table 44-2 Percentage distribution of teachers responding to the question, "What was the main thing you wanted students to learn from today's lesson?," by country and response: 1994–95

Questionnaire response*	Country		
	United States	Germany	Japan
Mathematical skills	61	55	25
Mathematical thinking	21	31	73
Social/motivational	4	2	0
Test preparation	5	0	0
Indeterminable	9	13	2

*Mathematical skills = Teacher responses that emphasized the teaching of how to solve specific kinds of problems, use of standard formulas, etc.; Mathematical thinking = Teacher responses that emphasized students' exploration, development, and comprehension of mathematical concepts, or the discovery of multiple solutions to a problem; Social/motivational = Teacher responses that emphasized nonmathematical goals, such as "listening to others," or the creation of interest in some aspect of mathematics; Test preparation = Teacher responses that focused on preparing for an upcoming test; and Indeterminable = Teacher responses that were not possible to categorize, usually because they were too vague or incomplete.

NOTE: Percentages may not add to 100 due to rounding. See *Supplemental Note 7* for more information on the Third International Mathematics and Science Study (TIMSS).

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings from an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

Students' Use of the Internet

Table 45-1 Percentage of students in grades 1–12 who had potential access to a computer and used the Internet for various purposes at various locations, by race-ethnicity and family income: 1998

Accessibility, location of use, and reason for use at home	Total	Race-ethnicity ¹			Family income ²		
		White	Black	Hispanic	Low	Middle	High
Students who had potential access to							
Computer in household	57.6	70.1	27.7	28.4	21.2	53.7	87.7
WEBTV in household	1.3	1.5	0.8	0.9	0.3	1.2	2.1
Anyone from household use Internet from home	34.3	43.7	10.8	13.2	7.7	28.5	63.2
Students who used the Internet							
At school	78.4	82.7	70.1	70.5	68.4	77.9	85.5
At home	25.0	32.2	8.4	8.0	4.9	20.4	47.6
Outside the home	19.8	22.4	13.0	15.5	15.0	20.4	21.1
At public library	2.4	2.5	2.0	2.3	1.8	2.6	2.1
At community center	0.1	0.1	0	0.2	0.4	0.1	(³)
At someone else's computer	3.0	3.7	0.9	2.6	2.9	3.4	2.1
Purpose of Internet use at home is							
E-mail	14.9	19.6	3.5	4.4	2.8	11.7	29.3
Contacting friends/family	13.9	18.4	2.8	4.2	2.6	10.8	27.6
Educational purposes	5.8	7.5	1.0	2.0	1.1	4.4	12.1
Hobbies	3.8	5.0	1.1	0.8	0.6	2.9	8.0
Educational courses/research for school	19.3	25.1	6.4	6.1	4.0	15.2	37.5
News, weather, sports	5.3	6.9	1.8	1.8	0.8	4.2	10.3
Search for information	9.2	11.8	2.9	3.3	1.8	7.3	18.1
Games, entertainment, fun	1.9	2.6	0.2	0.5	0.4	1.7	3.4

¹ Included in the total but not shown separately are students from other racial-ethnic groups; see *Supplemental Note 3* for more information on the racial-ethnic categories.

² Low income is the bottom 20 percent of all family incomes, high income is the top 20 percent of all family incomes, and middle income is the 60 percent in between. See *Supplemental Note 1* for more information.

³ Value less than 0.05 percent.

NOTE: Analysis includes only those students in grades 1–12 who were ages 5–18. See *Supplemental Note 1* for information on the Current Population Survey (CPS).

SOURCE: U.S. Department of Commerce, Bureau of the Census. December and October Current Population Surveys, 1998.

Table 45-2 Percentage of students in grades 1–12 who named various reasons for Internet use as the most important: 1998

Reasons for Internet use	First most important use	Second most important use	Third most important use
E-mail	53.3	3.1	3.2
Educational courses/research for school	35.1	56.4	4.4
News, weather, sports	1.7	10.1	19.5
Phone calls	0.4	1.2	3.3
Search for information	3.5	18.7	41.7
Search for jobs	0.1	(*)	1.7
Job-related tasks	(*)	0.2	0.6
Shop, pay bills, or other commercial activities	0.1	0.6	2.2
Other	2.8	3.5	8.6
Games, entertainment, fun	1.6	2.6	6.0

* Value less than 0.05.

NOTE: Analysis includes only those students in grades 1–12 who were ages 5–18. See *Supplemental Note 1* for information on the Current Population Survey (CPS).

SOURCE: U.S. Department of Commerce, Bureau of the Census. December and October Current Population Surveys, 1998.

School Choice and Parental Satisfaction

Table 46-1 Percentage distribution of students in grades 3–12 who attended a chosen or assigned school, by child's race-ethnicity, parents' highest education level, and household income: 1993, 1996, and 1999

Child's race-ethnicity, parents' highest education level, and household income	1993*			1996			1999		
	Public			Public			Public		
	Assigned	Chosen	Private	Assigned	Chosen	Private	Assigned	Chosen	Private
Total	80.3	10.9	8.8	75.7	13.1	9.7	74.6	14.0	9.9
Race-ethnicity									
White	81.4	8.5	10.2	78.0	10.7	11.3	76.7	11.4	12.0
Black	77.4	18.9	3.7	74.2	20.8	5.1	71.8	22.3	5.9
Hispanic	79.7	13.6	6.7	76.4	16.1	7.5	76.7	18.2	5.1
Other	73.4	14.5	12.1	70.4	18.6	11.1	74.2	16.5	9.3
Parents' highest education level									
Less than high school diploma	84.4	13.3	2.3	79.1	17.4	3.5	78.6	18.8	2.6
High school diploma or GED	83.6	11.2	5.2	83.0	11.6	5.4	80.0	14.5	5.6
Some college/technical/ vocational school	80.1	11.1	8.8	77.0	14.6	8.4	77.6	15.3	7.1
Bachelor's degree	76.9	8.7	14.3	71.4	13.4	15.3	72.2	12.3	15.5'
Graduate/advanced degree	73.1	9.9	16.9	68.3	11.3	20.4	68.9	11.9	19.2
Household income									
\$10,000 or less	82.9	14.0	3.0	76.6	19.5	3.9	73.2	22.5	4.3
10,001–20,000	82.3	13.9	3.8	80.0	15.3	4.7	77.2	17.7	5.1
20,001–35,000	81.8	10.6	7.7	78.7	14.0	7.4	78.6	15.8	5.6
35,001–50,000	80.4	9.7	9.9	78.0	11.9	10.1	77.0	13.6	9.4
50,001 or more	75.9	8.5	15.6	73.6	10.2	16.3	74.2	10.4	15.5

* Data are revised from previously published figures.

NOTE: Ungraded students and homeschoolers were excluded from the estimate. Percentages may not add to 100.0 due to rounding. See *Supplemental Note 2* for information on the National Household Education Survey (NHES). See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1993 (School Safety and Discipline Component), 1996 (Parent Interview Component), and 1999 (Parent Interview Component).

School Choice and Parental Satisfaction

Table 46-2 Percentage of students in grades 3–12 with parents who were very satisfied with aspects of their child's school, by school choice type, grade level, and race-ethnicity: 1993 and 1999

School, grade level, and race-ethnicity	School		Teacher		Academic standards		Discipline	
	1993	1999	1993	1999	1993	1999	1993	1999
Total	55.9	52.7	58.3	56.6	58.4	56.8	58.5	58.3
Public-Assigned								
Total	52.3	47.7	56.0	53.2	55.0	52.5	55.1	53.9
Grade level								
Grades 3–5	60.6	57.0	67.1	67.5	59.4	57.0	62.7	63.9
Grades 6–8	48.3	46.3	53.2	50.3	52.9	52.7	52.3	53.4
Grades 9–12	48.7	41.6	49.0	44.4	53.2	48.8	51.2	46.5
Race-ethnicity								
White	53.4	47.2	56.3	52.4	56.4	51.5	56.1	52.5
Black	45.8	44.8	52.5	50.3	48.6	51.2	50.7	52.4
Hispanic	55.7	54.6	58.2	61.2	55.3	59.8	55.1	62.4
Public-Chosen								
Total	61.2	61.6	61.5	61.6	63.0	63.1	63.0	62.7
Grade level								
Grades 3–5	68.5	66.6	70.2	71.2	66.3	67.6	72.6	70.8
Grades 6–8	59.6	63.9	61.5	62.4	62.0	65.9	61.6	63.8
Grades 9–12	55.7	56.6	53.7	54.1	60.7	58.3	55.6	56.2
Race-ethnicity								
White	63.4	61.3	64.8	61.6	64.7	62.1	64.9	61.6
Black	58.4	62.2	54.2	63.6	62.5	66.1	62.2	63.2
Hispanic	59.4	65.7	63.5	63.2	61.8	67.2	60.9	68.1
Private								
Total	82.5	78.4	75.2	75.3	83.4	81.1	84.4	85.3
Grade level								
Grades 3–5	83.8	79.7	75.6	81.3	84.4	79.4	86.9	85.3
Grades 6–8	82.6	79.0	76.5	72.9	83.3	82.0	83.9	83.8
Grades 9–12	81.2	76.5	73.8	71.3	82.4	81.9	82.3	86.7
Race-ethnicity								
White	82.6	81.4	74.8	77.9	83.6	82.6	83.9	87.2
Black	77.2	59.5	76.5	60.7	78.7	74.1	84.0	71.2
Hispanic	81.8	75.2	81.9	73.4	83.1	77.7	87.1	83.4

NOTE: Includes those who responded "very satisfied" from a scale of "very satisfied," "somewhat satisfied," "somewhat dissatisfied," and "very dissatisfied." Ungraded students and homeschoolers were excluded from the estimate. See *Supplemental Note 2* for more information on the National Household Education Survey (NHES). See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1993 (School Safety and Discipline Component), and 1999 (Parent Interview Component).

Preparation and Qualifications of Public School Teachers

Table 47-1 Percentage of full-time public school teachers who held various degrees and certificates, by teacher and school characteristics: 1998

Teacher or school characteristic	Degrees and certificates				
	Bachelor's degree	Master's degree	Doctor's degree	Other degree	Other certificate
Total ¹	² 100	45	1	1	5
Years of teaching experience					
3 or fewer years	² 100	16	1	2	4
4–9 years	100	31	(³)	1	3
10–19 years	100	48	1	1	5
20 or more years	100	62	2	1	6
School instructional level					
Elementary school	100	40	1	1	4
Middle school	² 100	46	1	2	5
High school	100	55	2	1	5
Combined	100	49	3	(³)	7
School enrollment size					
Less than 300	100	37	0	1	6
300–499	100	47	1	1	5
500–999	100	42	1	1	4
1,000 or more	² 100	54	2	1	5
Region ⁴					
Northeast	² 100	60	2	1	6
Midwest	100	51	(³)	1	4
South	² 100	39	1	2	4
West	100	38	1	1	5
Percentage minority enrollment					
5 percent or less	100	49	(³)	2	5
6–20 percent	100	51	1	1	3
21–50 percent	100	43	1	1	4
More than 50 percent	² 100	38	1	1	7
Percentage of students eligible for free or reduced-price lunch					
Less than 15 percent	100	57	2	1	4
15–32 percent	100	46	1	1	5
33–59 percent	² 100	41	1	2	4
60 percent or more	100	37	1	1	6

¹ Includes full-time public school teachers who taught grades 1–12 whose main teaching assignment was in English/language arts, social studies/social sciences, foreign language, mathematics, or science, or who taught in a self-contained classroom.

² Estimate rounds to 100 percent.

³ Estimate is less than 0.5 percent.

⁴ See Supplemental Note 4 for a list of states that comprise each region.

SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999–080), 1999.

Preparation and Qualifications of Public School Teachers

Table 47-2 Percentage distribution of full-time public school teachers according to undergraduate or graduate majors in various fields of study, by teacher and school characteristics: 1998

Teacher or school characteristic	Major field of study			
	Academic field	Subject area education ¹	General education ²	Other education ³
Total⁴	38	18	37	7
Years of teaching experience				
3 or fewer years	50	11	37	2
4–9 years	41	16	39	5
10–19 years	32	20	37	11
20 or more years	36	20	36	8
School instructional level				
Elementary school	22	9	58	11
Middle school	44	22	27	7
High school	66	29	5	1
Combined	55	35	8	2

¹“Subject area education” is the teaching of an academic field, such as mathematics education.

²“General education” includes the following fields: pre-elementary and early childhood education; elementary education; and secondary education.

³ Examples of “other education” fields are special education, curriculum and instruction, and educational administration.

⁴ Includes full-time public school teachers who taught grades 1–12 whose main teaching assignment was in English/language arts, social studies/social sciences, foreign language, mathematics, or science, or who taught in a self-contained classroom.

NOTE: Teachers with more than one major or degree were counted only once, with the field selected in the following order: academic field, subject area education, other education, and general education. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999–080), 1999.

Preparation and Qualifications of Public School Teachers

Table 47-3 Percentage distribution of full-time public school teachers, by various types of teaching certificates in their state and by teacher and school characteristics: 1998

Teacher or school characteristic	Teachers in general elementary classrooms ¹					Teachers in departmentalized settings ²				
	Type of certificate					Type of certificate				
	Regular or standard state certificate or advanced professional certificate	Provisional ³	Probationary ⁴	Temporary	Emergency or waiver	Regular or standard state certificate or advanced professional certificate	Provisional ³	Probationary ⁴	Temporary	Emergency or waiver
Total⁵	93	3	2	1	1	92	4	2	1	1
Years of teaching experience										
3 or fewer years	65	11	11	8	4	64	13	12	5	6
4–9 years	92	5	1	2	(⁶)	89	5	3	1	(⁶)
10–19 years	99	1	(⁶)	(⁶)	0	97	1	(⁶)	(⁶)	(⁶)
20 or more years	99	1	0	0	0	99	1	(⁶)	0	0
School enrollment size										
Less than 300	96	1	1	1	(⁶)	95	2	2	0	1
300–499	94	3	1	1	(⁶)	89	5	4	1	1
500–999	92	4	2	2	1	93	4	2	1	1
1,000 or more	85	3	7	4	2	91	3	3	2	1
Region⁷										
Northeast	91	5	1	3	0	90	5	4	1	0
Midwest	96	3	(⁶)	1	0	93	4	2	1	0
South	94	3	2	1	(⁶)	92	3	2	1	1
West	90	3	3	2	2	90	1	3	2	3
Percentage minority enrollment										
5 percent or less	96	2	1	2	0	92	3	3	1	(⁶)
6–20 percent	95	3	1	1	(⁶)	94	3	2	1	(⁶)
21–50 percent	93	3	2	1	(⁶)	93	3	2	1	1
More than 50 percent	88	5	3	2	2	87	5	3	2	3
Percentage of students eligible for free or reduced-price lunch										
Less than 15 percent	94	3	1	2	(⁶)	92	3	3	1	(⁶)
15–32 percent	95	3	1	1	0	93	3	2	2	1
33–59 percent	95	2	1	1	1	94	3	2	1	(⁶)
60 percent or more	90	4	3	2	1	87	5	3	2	3

¹ Includes all teachers who taught in self-contained classrooms, regardless of instructional level. The majority (95 percent) of self-contained classrooms were at the elementary school level. All teachers had a certificate.

² Includes certificates in teacher's main teaching assignment only. No more than 1 percent of teachers in any category had no certificate.

³ Includes other types of certificates awarded while participating in an "alternate certification program."

⁴ In some states, new teachers are by definition probationary.

⁵ Includes full-time public school teachers who taught grades 1–12 whose main teaching assignment was in English/language arts, social studies/social sciences, foreign language, mathematics, or science, or who taught a self-contained classroom.

⁶ Less than 0.5 percent.

⁷ See *Supplemental Note 4* for a list of states that comprise each region.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999–080), 1999.

Perceived Impact of Professional Development

Table 48-1 Percentage of full-time public school teachers who participated in the past 12 months in professional development activities that focused on various topics, by number of hours spent in development activity: 1998

Focus of activity	Any participation			
	Total	Total hours spent		
		1–8	9–32	More than 32
In-depth study in the subject area of your main teaching assignment	73	32	24	17
New methods of teaching (e.g., cooperative learning)	77	47	21	8
State or district curriculum and performance standards	81	50	25	7
Integration of educational technology in the grade or subject you teach	78	49	22	7
Student performance assessment	67	47	15	5
Classroom management, including student discipline	49	38	8	3
Addressing the needs of students with limited English proficiency or from diverse cultural backgrounds	31	22	6	4
Addressing the needs of students with disabilities	48	39	6	2

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

SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999–080), 1999.

Age of School Buildings

Table 49-1 Mean age and percentage distribution of public schools according to year of school construction and condition of school, by selected school characteristics: 1994–96

School characteristic	Mean age	Year school was constructed				Condition of school ¹		
		Before 1950	1950–69	1970–84	1985 or after	Oldest	Moderate	Newest
Total	42	26	46	19	10	29	61	10
Instructional level								
Elementary	43	29	46	15	11	30	60	10
Secondary	40	24	46	23	8	28	65	7
Enrollment size								
Less than 300	48	40	39	14	8	36	58	6
300–999	40	24	48	17	11	27	62	11
1,000 or more	39	23	44	22	11	25	64	12
Metropolitan status								
City	46	34	44	13	9	32	57	11
Urban fringe	40	20	53	17	10	36	54	10
Town	40	24	47	20	9	22	71	7
Rural	42	32	38	17	12	28	61	11
Region²								
Northeast	46	30	49	15	6	33	62	5
Southeast	37	23	43	20	14	21	68	11
Central	46	33	46	14	8	36	57	6
West	39	25	44	19	13	25	59	15
Percentage of students eligible for free or reduced-price lunch								
Less than 20 percent	39	20	48	20	11	28	61	11
20–49 percent	41	29	44	16	11	31	59	10
50 percent or more	44	34	42	14	10	29	63	7

¹ "Oldest" schools were built before 1970 and never renovated, or were renovated before 1980. "Moderate" schools were built between 1970 and 1984, or were built before 1970 and were renovated in 1980 or later. "Newest" schools were built after 1984.

² See *Supplemental Note 4* for a list of states that comprise each region.

NOTE: Percentages may not add to 100 due to rounding. Estimates are aggregates of data collected in 1994, 1995, and 1996.

SOURCE: U.S. Department of Education, NCES. *How Old Are Our Public Schools?* (NCES 1999–048), 1999.

Age of School Buildings

Table 49-2 Percentage distribution of public schools according to year of construction, by year of last major renovation: 1994–96

Year of last major renovation	Total	Year school was constructed			
		Before 1950	1950–69	1970–84	1985 or after
Total	100	26	46	19	10
Never	27			8	6
Before 1980	17			1	—
1980–89	17	5	8	3	1
1990–95	39	10	19	7	2

— Not applicable.

■ Schools defined as "oldest."

□ Schools defined as "newest."

NOTE: Percentages may not add to totals due to rounding. Estimates are aggregates of data collected in 1994, 1995, and 1996.

SOURCE: U.S. Department of Education, NCES. *How Old Are Our Public Schools?* (NCES 1999–048), 1999.

Faculty Salaries

Table 55-1 Average salaries (in constant 1997–98 dollars) of full-time instructional faculty on 9- or 10-month contracts according to institutional level and control, by academic rank: 1997–98

Academic rank	4-year institutions			2-year institutions		
	Total	Public	Private*	Total	Public	Private*
All faculty	\$54,211	\$54,114	\$54,443	\$45,652	\$45,919	\$34,920
Professor	70,441	69,195	72,747	54,323	54,488	39,135
Associate professor	51,351	51,732	50,701	45,811	46,078	33,721
Assistant professor	42,105	42,582	41,357	39,306	39,623	30,335
Instructor	31,787	31,519	32,325	34,238	34,713	26,638
Lecturer	35,431	34,516	38,376	36,608	36,199	—
No rank	38,644	38,614	39,385	45,801	45,993	37,814

— Not available.

* Private, not-for-profit institutions only.

NOTE: See *Supplemental Note 3* for information on the Consumer Price Index (CPI).

SOURCE: U.S. Department of Education, NCES. 1997–98 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA).

Before and After School Care

Table 58-1 Percentage of children in grades K–8 who received various types of care before or after school, by selected student characteristics: 1999

Student characteristic	Received care from relative ¹			Received care from nonrelative ¹			Attended center-based program			Child cared for self			Parental care		
	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8
Total	19.3	21.1	15.5	7.4	9.5	3.1	18.5	20.3	14.7	11.7	4.9	25.9	51.9	52.5	50.7
Race-ethnicity															
White	16.0	17.8	12.5	7.7	10.1	2.9	16.5	18.8	12.0	12.1	4.3	27.3	54.9	55.7	53.2
Black	29.2	31.1	24.6	6.9	8.2	3.9	27.7	29.1	24.6	11.9	5.9	25.9	39.9	40.1	39.4
Hispanic	22.0	22.9	19.8	6.6	8.3	2.7	15.7	15.9	15.1	9.8	5.1	21.2	53.8	54.9	51.3
Other	20.8	23.5	15.5	8.1	10.4	3.6	21.3	22.3	19.2	12.6	8.8	20.3	48.0	47.2	49.6
Household income															
\$10,000 or less	23.0	25.0	17.4	6.9	8.4	2.9	19.5	20.3	17.3	10.2	6.1	21.4	51.6	50.7	54.2
10,001–20,000	26.1	28.1	21.7	6.8	8.8	2.3	17.9	17.7	18.4	11.4	6.4	22.7	47.9	48.4	46.8
20,001–35,000	21.7	23.0	18.9	7.8	9.7	3.7	19.3	20.9	15.6	11.2	5.1	25.1	50.1	50.9	48.1
35,001–50,000	19.4	21.7	14.8	6.8	8.8	3.0	16.1	16.5	15.2	11.4	4.0	25.6	53.7	55.4	50.4
50,001 or more	14.2	15.5	11.6	7.9	10.5	3.1	18.8	22.5	12.1	12.8	4.2	28.6	53.7	54.4	52.2
Parents' highest education level															
Less than high school	19.7	21.6	15.9	5.0	6.4	2.1	15.8	15.9	15.7	10.4	6.0	19.5	57.4	58.0	56.2
High school diploma or GED	24.8	26.9	20.1	6.6	8.5	2.6	17.7	18.7	15.6	11.4	5.4	24.7	49.2	49.9	47.7
Some college/vocational/technical	21.8	23.9	17.3	8.8	11.0	4.1	19.3	21.1	15.5	12.2	5.3	26.9	48.3	48.7	47.5
Bachelor's degree	14.0	14.7	12.5	7.4	9.4	3.2	19.1	21.8	13.4	11.4	3.5	27.9	55.5	56.9	52.5
Graduate/professional degree	11.0	12.5	8.4	7.5	10.2	2.4	18.7	22.2	12.5	12.4	4.4	27.0	56.4	56.7	55.9
Poverty status ²															
Poor	23.5	25.7	18.0	5.9	7.4	2.3	18.5	18.6	18.2	9.6	5.6	19.4	52.5	52.0	53.9
Nonpoor	18.0	19.7	14.8	7.9	10.2	3.2	18.4	20.8	13.7	12.4	4.7	27.5	51.7	52.7	49.9
Family structure															
Two biological/adoptive parents	12.5	14.0	9.4	6.4	8.3	2.2	15.6	16.8	13.0	9.5	3.4	22.6	61.3	62.4	59.0
One biological/adoptive parent	31.2	33.4	26.3	9.8	12.3	4.5	23.2	26.8	15.6	15.0	7.4	31.3	35.8	35.1	37.4
One biological/adoptive parent and one stepparent	20.7	23.1	16.9	7.2	9.7	3.3	18.7	21.3	14.5	14.4	5.0	29.0	48.0	48.0	48.0
Other relatives	18.6	22.4	10.2	4.0	4.3	3.4	22.4	16.0	³ 36.4	10.5	6.8	³ 18.3	54.4	59.0	³ 44.3
Step- or foster parents	³ 19.3	³ 15.4	³ 24.2	2.8	5.0	0	³ 15.5	³ 20.3	³ 9.4	³ 16.1	³ 9.4	³ 24.8	³ 54.6	³ 59.3	³ 48.5

¹ Care received from a relative or nonrelative may be provided inside or outside of the child's home.

² The poverty measure combines information about household income and composition. See *Supplemental Note 2* for more information.

³ Interpret with caution; standard errors are large due to small sample size.

NOTE: The National Household Education Survey (NHES) asked parents or guardians about the type of care received by the child on a regular basis before or after school. "Received care from a relative" includes care received from someone other than the parent or guardian. Percentages may not add to 100.0 because children can be included in more than one type of care arrangement. See *Supplemental Note 3* for information on the racial-ethnic categories. See the glossary for the definitions of type of care arrangements.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Parental Involvement in Schools

Table 59-1 Percentage of students in grades K–12 whose parents reported involvement in their child's school, by grade and selected characteristics: 1996 and 1999

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
Grades K–12										
Total	76.9	79.0	71.8	73.0	66.7	66.2	38.7	38.0	91.7	92.0
Race-ethnicity										
White	79.0	81.1	72.6	73.2	71.6	72.3	44.1	43.8	93.5	94.0
Black	71.6	75.2	68.8	72.2	56.4	54.8	26.9	27.2	86.4	87.7
Hispanic	73.6	74.2	71.5	72.1	54.7	52.3	26.4	26.0	89.0	87.6
Other	73.2	77.4	71.6	74.5	64.2	63.4	35.4	31.5	89.9	91.5
Household income										
\$10,000 or less	65.2	67.5	68.7	68.6	50.1	50.2	23.2	22.1	83.9	84.9
10,001–20,000	68.1	69.0	68.1	70.6	58.8	53.1	27.0	23.4	87.5	86.7
20,001–35,000	73.3	74.8	70.2	70.7	63.4	60.6	33.1	32.4	90.6	90.0
35,001–50,000	80.5	81.0	75.0	75.0	71.8	70.9	42.9	38.7	94.2	93.7
50,001 or more	86.8	87.2	74.2	75.5	77.5	76.6	52.9	50.4	96.4	96.4
Parents' highest education level										
Less than high school	57.5	57.9	62.7	61.6	42.2	39.2	16.9	13.5	79.1	77.0
High school diploma/GED	71.5	72.8	69.2	69.6	60.2	59.0	30.1	26.7	89.3	88.7
Some college/vocational/technical	77.9	79.6	72.5	74.4	69.2	67.2	39.2	38.1	92.9	93.6
Bachelor's degree	87.4	87.4	77.4	79.1	76.4	76.2	52.3	50.4	96.8	97.1
Graduate/professional school	88.5	89.3	76.3	75.3	81.9	79.0	56.7	54.6	97.2	96.7
Family structure										
Two biological/adoptive parents	82.2	84.9	74.0	75.9	71.3	71.8	46.9	47.1	94.5	95.2
One biological/adoptive parent	69.2	72.0	70.3	70.1	60.4	59.2	28.3	26.9	88.0	88.0
One biological/adoptive and one stepparent	72.7	74.2	69.3	69.1	63.3	64.6	26.9	30.2	90.8	90.6
Other relatives	60.3	66.2	54.0	66.3	50.5	48.1	20.3	19.6	76.4	82.8
Step- or foster parents	*69.0	*62.6	*67.5	*61.5	*55.0	*54.0	*23.5	*22.2	86.2	82.7

Parental Involvement in Schools

Table 59-1 Percentage of students in grades K–12 whose parents reported involvement in their child's school, by grade and selected characteristics: 1996 and 1999—Continued

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
Grades K–5										
Total	83.2	84.7	86.1	87.3	71.7	70.3	48.9	48.1	96.2	96.4
Race-ethnicity										
White	85.5	86.6	88.0	89.4	76.3	77.0	55.8	55.8	97.3	98.0
Black	77.6	80.5	78.8	82.6	62.2	57.9	34.3	35.0	92.1	92.8
Hispanic	79.8	82.1	86.0	84.0	60.7	57.8	34.0	33.5	95.6	93.9
Other	80.0	83.6	85.6	88.7	72.5	68.7	46.6	42.5	97.1	96.9
Household income										
\$10,000 or less	72.6	73.4	79.4	80.2	55.2	56.1	29.6	29.2	90.9	91.5
10,001–20,000	73.2	77.2	81.7	82.9	66.9	59.9	35.2	30.0	94.1	94.0
20,001–35,000	80.8	81.8	84.9	83.6	69.6	65.1	44.2	41.8	96.0	95.1
35,001–50,000	88.6	87.8	89.1	90.1	76.6	75.5	55.4	50.8	98.0	98.1
50,001 or more	92.7	92.6	91.3	92.9	82.4	80.8	66.6	65.1	99.3	99.3
Parents' highest education level										
Less than high school	64.6	69.6	77.0	75.9	49.1	46.0	23.2	20.4	89.3	89.6
High school diploma/GED	79.5	79.4	83.2	82.9	66.5	62.7	39.0	34.9	95.2	93.9
Some college/vocational/technical	83.8	85.2	86.3	89.0	74.2	72.6	50.4	47.7	96.6	97.7
Bachelor's degree	92.9	91.9	91.5	92.5	79.9	80.2	64.6	64.6	99.1	99.1
Graduate/professional school	93.5	93.6	93.2	92.4	86.2	81.4	70.6	68.7	99.3	98.9
Family structure										
Two biological/adoptive parents	87.9	90.0	88.8	90.6	75.5	74.6	57.8	57.8	98.1	98.5
One biological/adoptive parent	74.8	77.3	83.0	84.0	65.6	64.3	36.5	34.9	93.4	93.5
One biological/adoptive and one stepparent	80.0	79.9	83.1	82.4	68.1	70.0	33.8	41.6	94.4	94.1
Other relatives	75.6	79.1	*70.4	78.1	62.6	*56.3	30.3	27.7	88.6	94.5
Step- or foster parents	*75.2	*77.8	*77.7	*75.5	*72.0	*55.4	*22.2	*27.7	96.1	96.9

Parental Involvement in Schools

Table 59-1 Percentage of students in grades K–12 whose parents reported involvement in their child's school, by grade and selected characteristics: 1996 and 1999—Continued

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
Grades 6–8										
Total	77.9	80.8	69.5	71.2	65.7	67.2	30.4	31.2	91.5	92.5
Race-ethnicity										
White	80.0	83.0	70.1	70.7	72.1	73.6	34.9	36.2	93.9	94.8
Black	72.6	76.9	68.2	71.8	52.0	53.2	21.4	20.8	85.9	86.9
Hispanic	75.2	73.1	68.2	69.8	51.7	50.5	20.0	20.2	87.5	86.7
Other	73.5	84.4	69.4	79.8	58.1	68.9	23.9	24.9	87.8	94.0
Household income										
\$10,000 or less	63.7	65.9	67.0	64.7	45.1	46.3	17.2	15.5	80.6	83.1
10,001–20,000	69.0	66.8	65.2	65.9	56.5	47.4	20.4	19.8	86.1	83.9
20,001–35,000	75.1	77.8	67.5	72.1	61.2	62.7	25.0	26.6	90.6	91.1
35,001–50,000	82.2	84.1	73.0	73.6	72.8	75.3	33.2	31.8	94.8	95.5
50,001 or more	88.2	89.3	72.1	73.2	78.7	77.7	43.5	40.8	97.9	97.1
Parents' highest education level										
Less than high school	60.0	61.5	60.8	61.1	37.4	40.2	12.4	10.7	77.4	79.2
High school diploma/GED	70.1	73.9	66.6	68.3	58.2	59.7	21.8	21.4	87.9	89.7
Some college/vocational/technical	81.5	82.3	71.7	70.0	70.1	67.8	32.5	31.9	94.5	93.5
Bachelor's degree	86.9	89.0	73.9	78.4	77.2	76.1	42.7	38.3	96.9	97.3
Graduate/professional school	90.3	90.0	73.1	75.3	80.5	81.0	44.2	46.8	97.6	96.7
Family structure										
Two biological/adoptive parents	82.7	85.9	69.9	72.5	70.2	73.1	37.1	38.2	94.5	95.7
One biological/adoptive parent	70.0	72.5	68.0	68.9	59.0	57.6	21.4	22.1	86.1	86.7
One biological/adoptive and one stepparent	78.2	82.3	73.4	71.4	66.7	70.5	23.6	26.8	94.5	95.4
Other relatives	*63.4	*71.2	*59.0	*74.9	*46.6	*51.4	20.1	14.5	78.8	88.5
Step- or foster parents*	75.7	55.9	83.0	53.5	49.8	36.5	21.4	22.0	83.0	69.2

Parental Involvement in Schools

Table 59-1 Percentage of students in grades K–12 whose parents reported involvement in their child's school, by grade and selected characteristics: 1996 and 1999—Continued

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
Grades 9–12										
Total	65.4	68.4	49.7	51.5	59.1	59.1	28.4	27.2	84.2	84.6
Race-ethnicity										
White	67.8	71.6	50.0	51.6	63.7	64.5	32.6	31.8	87.3	87.7
Black	59.3	64.5	49.9	54.0	49.2	50.3	17.4	18.3	75.9	79.3
Hispanic	60.8	57.6	48.0	48.3	46.4	41.8	18.1	14.6	78.2	74.8
Other	61.5	63.1	49.2	49.7	54.8	51.5	25.8	20.3	79.4	81.7
Household income										
\$10,000 or less	47.6	55.4	42.5	45.1	42.1	39.6	13.3	11.1	69.3	71.0
10,001–20,000	58.0	55.2	46.0	51.1	46.1	44.9	17.7	13.6	76.8	75.0
20,001–35,000	59.2	60.9	48.0	48.2	55.0	51.4	21.4	21.2	81.7	80.5
35,001–50,000	66.3	68.0	54.3	52.9	63.4	60.4	30.6	25.7	87.8	85.5
50,001 or more	77.5	78.6	51.8	54.0	69.8	70.3	40.6	37.7	91.4	91.9
Parents' highest education level										
Less than high school	43.2	37.6	39.7	40.3	34.5	28.1	10.0	5.1	63.2	56.3
High school diploma/GED	58.0	60.5	45.9	47.5	50.6	52.0	20.8	16.8	79.7	78.9
Some college/vocational/technical	64.8	67.9	49.5	53.2	59.9	57.7	25.8	26.9	85.4	86.7
Bachelor's degree	78.2	78.8	55.7	57.5	69.5	69.6	38.3	36.4	92.8	93.4
Graduate/professional school	80.7	83.9	56.7	54.0	77.5	74.6	48.0	42.4	94.3	94.0
Family structure										
Two biological/adoptive parents	71.8	75.2	51.4	53.5	64.9	66.0	35.2	35.9	88.3	89.4
One biological/adoptive parent	58.2	62.9	49.2	48.4	52.4	52.2	19.4	17.6	79.7	80.0
One biological/adoptive and one stepparent	59.1	61.8	49.0	52.0	54.4	54.0	21.4	19.7	83.2	83.0
Other relatives	*42.8	*47.2	34.6	*46.5	39.9	*36.0	9.9	12.4	62.5	64.8
Step- or foster parents*	56.8	52.5	44.0	53.5	39.1	66.1	26.5	16.8	77.0	78.9

* Interpret with caution; standard errors are large due to small sample size.

NOTE: Data for 1996 are revised from previously published figures. Ungraded students or children who were home schooled are not included in this analysis; these students accounted for 1.6 percent of the students in grades K–12. Percentages may not add to 100.0 because parents can be included in more than one type of involvement. See *Supplemental Note 2* for more information. See *Supplemental Note 3* for information on the racial-ethnic categories.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education Component) and 1999 (Parent Interview Component).

Parents' Attitudes Toward Schools

Table 60-1 Percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected family characteristics: 1993 and 1999

Characteristic	Satisfaction measure							
	Child's school		Child's teachers		School's academic standards		School's order and discipline	
	1993	1999	1993	1999	1993	1999	1993	1999
Total	55.9	52.8	58.3	56.6	58.4	56.8	58.5	58.3
Race-ethnicity								
White	57.2	53.0	58.9	56.5	59.8	56.4	59.7	57.7
Black	49.3	49.6	53.7	53.9	52.4	55.8	54.1	55.8
Hispanic	57.9	57.6	60.5	62.2	58.0	62.0	58.0	64.5
Other	53.5	47.4	58.9	52.2	58.3	51.5	57.5	57.0
Household income								
\$10,000 or less	49.6	55.6	57.3	61.6	54.9	60.2	57.0	61.2
\$10,001–20,000	54.4	51.2	58.3	57.2	54.2	56.2	54.5	55.0
\$20,001–35,000	55.3	49.3	58.2	55.4	58.2	53.9	58.5	55.1
\$35,001–50,000	57.4	50.9	57.7	53.1	59.6	54.7	59.4	57.2
\$50,001 or more	59.8	54.9	59.3	57.0	62.3	58.3	61.4	60.5
Parents' highest education level								
Less than high school	56.6	56.6	61.5	61.0	56.9	61.6	59.0	63.1
High school diploma/GED	54.5	52.1	58.9	56.2	56.9	55.8	57.4	56.6
Some college/vocational/technical	53.8	49.1	55.3	54.5	56.6	54.0	56.0	54.6
Bachelor's degree	59.8	52.0	60.9	56.3	62.7	56.6	62.5	59.6
Graduate/professional degree	60.1	58.5	59.1	58.8	63.2	60.8	63.2	63.2
Family structure								
Two biological/adoptive parents	57.1	54.8	58.5	58.1	59.2	58.0	59.4	60.3
One biological/adoptive parent	51.8	50.3	56.7	54.9	55.9	55.6	55.6	55.6
One biological/adoptive and one stepparent	*51.0	51.9	*66.5	55.7	*40.3	55.1	*47.2	56.5
Other relatives	*63.0	46.9	*65.2	52.4	*62.3	55.3	*63.6	56.3
Urbanicity								
Live inside urban area	55.4	54.0	57.9	57.0	58.7	58.3	59.1	60.9
Live outside urban area	56.4	53.6	59.9	57.3	57.9	56.2	55.7	54.8
Rural	56.8	49.2	58.3	55.3	58.0	53.5	59.0	53.4

* Interpret with caution; standard errors are large due to small sample size.

NOTE: Included in the total but not shown separately are children from other types of family structures. See *Supplemental Note 2* for information on the National Household Education Survey (NHES). See *Supplemental Note 3* for information on the racial-ethnic and urbanicity categories.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1993 (School Safety and Discipline Component) and 1999 (Parent Interview Component).

Public Elementary and Secondary Expenditures

Table 61-1 Public school district expenditures per student, by selected district characteristics: School year 1995–96

District characteristic	Expenditures					Number of districts
	Total	Instruction	Support services	Capital outlay	Other	
Total	\$6,555	\$3,473	\$1,876	\$617	\$589	14,493
Metropolitan status						
Primarily serves a central city	\$6,742	\$3,607	\$1,958	\$567	\$610	709
Serves a metropolitan area but not a central city	6,711	3,526	1,920	677	588	5,751
Does not serve a metropolitan area	5,952	3,168	1,663	558	564	8,033
Children in district below the poverty level						
Less than 2.0 percent	7,080	3,753	2,074	639	614	3,535
2.0–9.9 percent	6,912	3,631	1,961	701	618	3,623
10.0–19.0 percent	6,075	3,184	1,729	619	544	3,618
More than 19.0 percent	6,422	3,459	1,844	529	590	3,717

NOTE: In the Common Core of Data (CCD) survey, poverty is determined based on a set of money-income thresholds determined by the Bureau of the Census that vary by family size and composition. If a family's total income is less than that family's threshold, then that family, and every individual in it, is considered to be poor. See *Supplemental Note 15*.

SOURCE: U.S. Department of Education, NCES, Common Core of Data, "Public School District Universe Survey," 1995–96, and "Public School District Financial Survey," 1995–96.

Table 61-2 Public school district expenditures per student, by function, poverty level, and metropolitan status: School year 1995–96: Geographical cost-of-education adjusted

District characteristic	Expenditures					Number of districts
	Total	Instruction	Support services	Capital outlay	Other	
Total	\$6,647	\$3,530	\$1,904	\$617	\$596	14,338
Metropolitan status						
Primarily serves a central city	\$7,010	\$3,761	\$2,029	\$583	\$637	694
Serves a metropolitan area but not a central city	7,030	3,705	2,017	694	613	5,694
Does not serve a metropolitan area	5,302	2,823	1,483	497	500	7,950
Children in district below the poverty level						
Less than 2.0 percent	7,200	3,825	2,118	634	622	3,382
2.0–9.9 percent	7,258	3,825	2,067	722	643	3,621
10.0–19.0 percent	5,948	3,120	1,696	600	532	3,618
More than 19.0 percent	6,450	3,483	1,846	527	594	3,717

NOTE: The geographical cost-of-education index (CEI) for 1993–94 available from NCES, Education Finance Statistics Center (<http://nces.ed.gov/edfin/>) was used to compute the cost-adjusted expenditures. CEI measures how much more it would cost to provide the same quantities and qualities of school resources and services in different locations.

SOURCE: U.S. Department of Education, NCES, Common Core of Data, Public School District Universe Survey, 1995–96 and Public School District Financial Survey, 1995–96.

National Indicators of Public Effort

Table 62-1 Indicators of public effort to fund education (in constant 1998 dollars), by level: Selected school years ending 1930–97

School year ending	Public education revenue per student*		Per student revenue as a percentage of per capita personal income	
	Elementary/secondary	Postsecondary education	Elementary/secondary	Postsecondary education
1930	\$709	\$1,490	10.7	22.5
1940	949	1,671	13.6	24.0
1950	1,325	2,745	13.9	28.8
1960	2,021	3,881	15.8	30.4
1966	2,697	4,923	17.2	31.3
1968	3,093	5,004	18.4	29.7
1970	3,435	5,390	19.8	31.1
1971	3,596	5,052	20.3	28.6
1972	3,899	5,128	21.0	27.6
1973	3,948	5,201	20.4	26.9
1974	4,073	5,034	21.5	26.5
1975	4,088	5,117	21.9	27.4
1976	4,326	4,940	22.4	25.5
1977	4,267	5,041	21.4	25.3
1978	4,391	5,004	21.2	24.2
1979	4,436	4,943	21.4	23.8
1980	4,400	4,742	21.8	23.5
1981	4,354	4,501	21.5	22.3
1982	4,229	4,384	21.1	21.9
1983	4,360	4,383	21.4	21.5
1984	4,531	4,492	21.1	20.9
1985	4,755	4,900	21.6	22.2
1986	5,012	5,212	22.1	23.0
1987	5,186	5,201	22.4	22.5
1988	5,293	5,225	22.3	22.0
1989	5,737	5,261	23.8	21.8
1990	5,887	5,161	24.3	21.3
1991	5,907	5,040	24.8	21.2
1992	5,910	4,929	24.5	20.4
1993	5,931	4,911	24.5	20.3
1994	5,982	5,043	24.4	20.6
1995	6,010	5,184	24.1	20.8
1996	6,066	5,223	23.9	20.6
1997	6,145	—	23.7	—

— Not available.

* See *Supplemental Note 3* for information on the Consumer Price Index (CPI).

NOTE: Public funds for postsecondary education may be used at both public and private degree-granting institutions. Enrollment in both publicly and privately controlled institutions is included. See *Supplemental Note 14* for more information on the calculation of the statistics shown here.

SOURCE: U.S. Department of Education, NCES. *Digest of Education Statistics 1999* (NCES 2000-031); U.S. Department of Education, NCES. *120 Years of American Education: A Statistical Portrait* (NCES 93-442), 1993.

Change in the Sources of Public School Financing

Table 63-1 Percentage distribution of revenues for public elementary and secondary schools according to source of funds and region, by region: 1991–92 to 1996–97

Region	1991–92	1992–93	1993–94	1994–95	1995–96	1996–97
United States						
Local*	46.8	47.0	47.5	46.2	45.6	45.2
State	46.4	45.8	45.2	46.9	47.6	48.1
Federal	6.8	7.1	7.2	7.0	6.8	6.7
Local*						
Northeast	55.4	55.8	56.3	56.3	56.3	56.5
Midwest	56.2	55.5	55.0	48.3	47.6	47.4
South	43.8	43.7	43.5	43.9	43.4	43.4
West	32.0	33.4	36.1	36.6	35.6	33.9
State						
Northeast	39.5	38.8	38.4	39.0	38.7	38.6
Midwest	37.9	38.5	39.0	45.8	46.7	46.8
South	48.5	48.0	48.0	48.1	49.0	48.9
West	60.7	59.0	55.7	54.9	56.3	58.4
Federal						
Northeast	5.1	5.4	5.3	4.7	5.0	4.9
Midwest	5.9	6.1	6.0	5.9	5.7	5.7
South	7.8	8.4	8.4	8.0	7.6	7.8
West	7.3	7.7	8.2	8.5	8.1	7.7

* Includes a relatively small amount from nongovernmental private sources (gifts and tuition and transportation fees from patrons). These sources accounted for 2.6 percent of total revenues in 1995–96 (*Digest of Education Statistics 1998* (NCES 1999–036), 1999).

NOTE: Percentages may not add to 100.0 due to rounding. See *Supplemental Note 4* for a list of states that comprise each region.

SOURCE: U.S. Department of Education, NCES, Common Core of Data, "Public School District Universe Survey," 1991–92 through 1996–97, and "Public School District Financial Survey," 1991–92 through 1996–97.

Disparity in Public School Finance

Table 64-1 Variation in instructional expenditures per pupil among and within states (in constant 1996 dollars): School years 1992–93 to 1996–97

Source of variation	School year				
	1992–93	1993–94	1994–95	1995–96	1996–97
Among states	\$9,150	\$8,679	\$7,831	\$8,134	\$8,143
Within states	7,611	7,247	4,852	5,319	5,488
Total	16,761	15,926	12,683	13,453	13,631
Sample size*	10,681	9,424	9,477	10,570	10,572

* In 1992–93, 1995–96, and 1996–97, data were collected from all school districts in each state, while in 1993–94 and 1994–95, data were collected from a sample of school districts in some states and in all districts in others.

NOTE: Only unified districts are included in the analysis. The school year Consumer Price Index (CPI) was used to adjust expenditures in all years to 1996 constant dollars. Analysis of variance (ANOVA) was used to separate the total variation into among-state and within-state variation. The sum of squares from ANOVA was used as a measure of variation. See *Supplemental Note 15* for more information.

SOURCE: U.S. Department of Education, NCES, Common Core of Data, "Elementary/Secondary School District Finance Data Files," School years 1992–93 to 1996–97.

Instructional Expenditures for Higher Education

Table 65-1 Average instructional expenditures per full-time-equivalent (FTE) student, by type of institution and control: 1995–96

Type of institution	Public		Private	
	Average expenditures	Number of institutions	Average expenditures	Number of institutions
All institutions	\$3,854	1428	\$4,470	1,536
Research University I	8,487	57	20,818	29
Research University II	5,836	26	9,534	11
Doctoral Universities I & II	5,301	66	8,407	47
Master's Universities and Colleges I & II	4,196	276	4,412	268
Baccalaureate Colleges I & II	4,071	129	4,282	824
Associate of Arts Colleges	3,244	874	2,944	357

NOTE: Average instructional expenditures are estimated by averaging the instructional expenditures per student computed for each institution within a type. The types of institutions are defined using the 1994 Carnegie Classification of higher education institutions. See *Supplemental Note 5* for more information. See *Supplemental Note 3* for information on the Consumer Price Index (CPI).

SOURCE: U.S. Department of Education, NCES. 1995 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:1995) and 1995–96 "Finance Survey" (IPEDS-F: FY 1996).

Table 65-2 Full-time-equivalent (FTE) enrollment and average percentage of graduate students enrolled, by type of institution and control: 1995–96

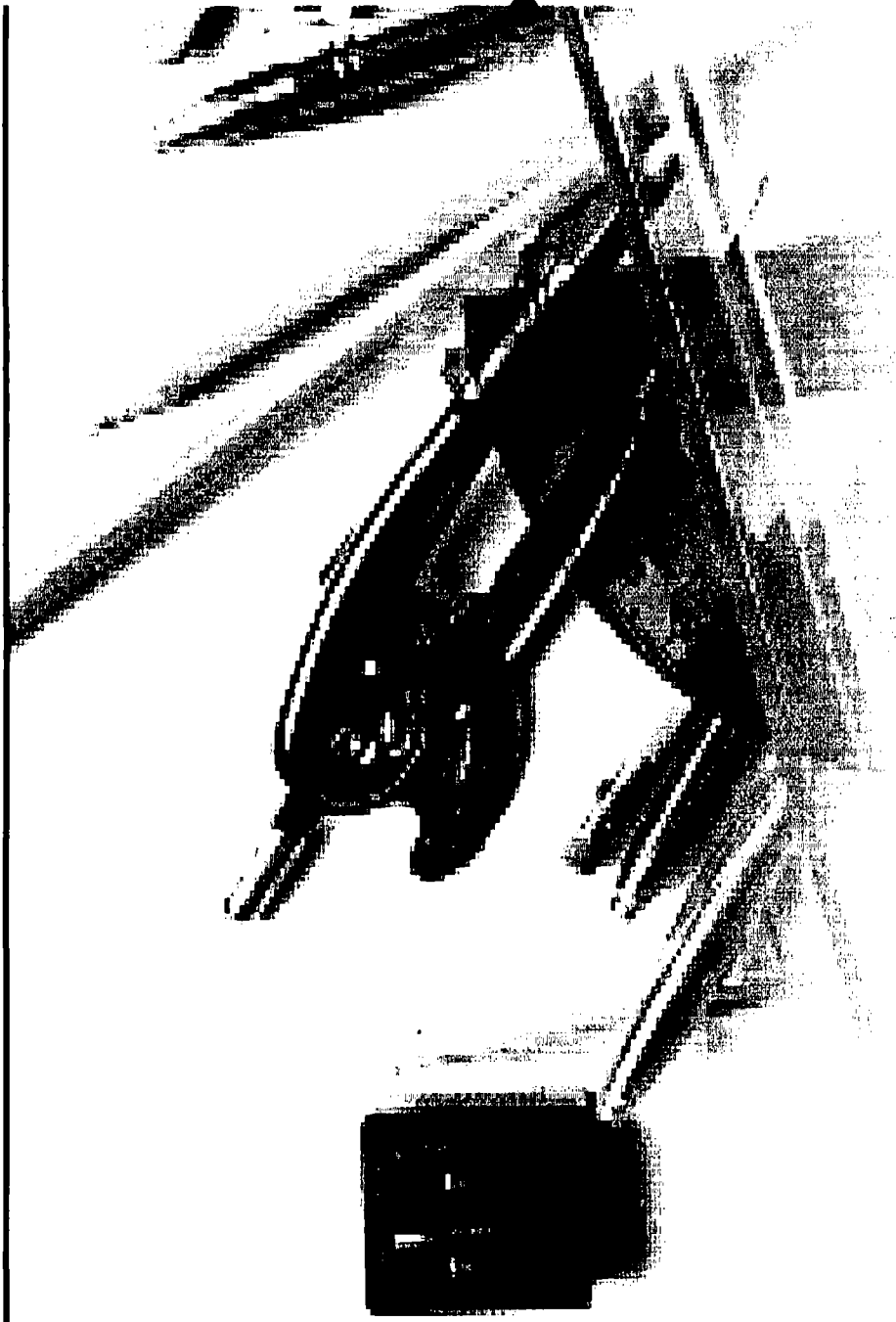
Type of institution	Average FTE per institution			Average percentage of total FTE enrollment per institution who are	
	Undergraduate students	Graduate students	First-professional students	Graduate students	First-professional students
Public					
All institutions	4,779	450	60	4.0	0.4
Research University I	18,601	4,702	1,023	20.0	4.7
Research University II	12,919	2,441	352	15.3	2.1
Doctoral Universities I & II	9,466	1,841	195	17.3	1.6
Master's Universities and Colleges I & II	5,827	679	19	10.4	0.3
Baccalaureate Colleges I & II	2,345	22	0	1.2	0.0
Associate of Arts Colleges	3,309	0	0	0.0	0.0
Private					
All institutions	1,252	238	69	6.4	1.8
Research University I	6,405	4,135	1,310	36.8	10.5
Research University II	8,477	2,357	683	23.8	5.6
Doctoral Universities I & II	3,551	1,468	573	33.3	9.4
Master's Universities and Colleges I & II	2,025	491	86	19.9	2.4
Baccalaureate Colleges I & II	944	22	13	1.9	1.6
Associate of Arts Colleges	438	0	0	0.3	0.0

NOTE: The types of institutions are defined using the 1994 Carnegie Classification of higher education institutions. See *Supplemental Note 5* for more information. See *Supplemental Note 3* for information on the Consumer Price Index (CPI).

SOURCE: U.S. Department of Education, NCES. 1995 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:1995) and 1995–96 "Finance Survey" (IPEDS-F: FY 1996).

Appendix 2

Supplemental Notes



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Note 1: The Current Population Survey (CPS)

The Bureau of the Census uses the Current Population Survey (CPS) to collect data on the population's social and economic characteristics, including its education and participation in the labor force. Data from the CPS are used in many indicators in this volume. This note provides further detail concerning changes in CPS data collection and the construction of selected variables, both of which affect the interpretation of indicators that appear in *The Condition of Education 2000*.

CHANGES IN DATA COLLECTION

Changes in Survey Questions

Educational attainment

Data from CPS questions on educational attainment are used in the analyses for *Indicators 5, 22, 23, 32, and 38*. For comparisons of educational attainment over time, it is important to note that the questions in the CPS used to collect data on educational attainment changed in 1992.

From 1972 to 1991, the CPS defined educational attainment as "years of school completed." Individuals who completed 12 years of school were regarded as high school graduates, and those who completed 16 or more years of school were considered to be college graduates. Two questions provided data on the number of years of school completed: (1) "What is the highest grade . . . ever attended?" and (2) "Did . . . complete it?" An individual's educational attainment was considered his or her last fully completed year of schooling. Thus, individuals who responded that the highest grade they attended but did not complete was the first year of college were regarded as having completed 12 years of school.

Beginning in 1992, the CPS combined these two questions into a single question: "What is the highest level of school . . . completed or the highest degree . . . received?" In the new re-

sponse categories, several of the lower education levels were collapsed into a single summary category such as "1st, 2nd, 3rd, or 4th grades." Then, several new categories were added, including "12th grade, no diploma"; "H.S. graduate—diploma or equivalent"; and "Some college—no degree." College degrees were listed by type, allowing for a more accurate description of educational attainment. The new question places more emphasis on credentials received and less on the last grade level attended or completed in college if attendance did not lead to a credential. The new categories are as follows:

- High school
- High school diploma or equivalent (e.g., GED)
- Some college but no degree
- Associate's degree in college, academic program
- Associate's degree in college, occupational or vocational program
- Bachelor's degree (e.g., B.A., A.B., B.S.)
- Master's degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctoral degree (e.g., Ph.D., Ed.D.)

The change in questions complicates comparisons of educational attainment over time. The implications of this change on data comparability are as follows:

High school completion

It appears that the question change has had two minor effects on measured rates of high school completion. First, the initial question about educational attainment did not address high school equivalency certificates (GEDs).

Note 1: The Current Population Survey (CPS)

Continued

Therefore, it is possible that an individual who attended 10th grade, dropped out without completing that grade, and later took the GED test and received a high school equivalency credential would not have been counted as completing high school. The new question treats these individuals as high school graduates. Since 1988, an additional question in the CPS asks respondents whether they have a GED. People who respond “yes” are classified as high school graduates when constructing the educational attainment variable. Prior to 1988, the vast majority of high school graduates did not fall into this category, and the overall increase was small.

Second, there has been a slight reduction in the number of people who are considered high school graduates. The CPS initially counted individuals who completed 12th grade as high school graduates. The revised question added a response category: “12th grade, no diploma.” Individuals who select this response are not considered graduates. The number of individuals in this category is small.

College completion

With the increasing prevalence of individuals taking more than 4 years to earn a bachelor’s degree, some researchers are concerned that the college completion rate based on the category “4th year or higher of college completed” overstates the number of respondents with a bachelor’s degree (or higher). In fact, however, the college completion rates among those ages 25–29 in 1992 and 1993 were similar to the completion rates for those in 1990 and 1991 despite the changes in questions in 1992. In sum, the change in the question has had little effect on measured college completion rates.

Some college

Based on the new question, an individual who attends college for only a few months would respond “some college,” compared with the

former question to which the response would have been “attended first year of college and did not complete it.” In the past, the calculation of the percentage of the population with 1–3 years of college excluded these individuals. With the new question, these respondents are included in the “some college” category. Thus, the percentage of individuals with “some college” might be larger than the percentage with 1–3 years of college because “some college” includes those who have not completed an entire year of college, whereas “1–3 years of college” does not include these people. Therefore, it would not be accurate to make comparisons between the percentage of those with “some college or an associate’s degree” using the new question and the percentage of those who completed “1–3 years of college” using the old question.

Effects of Changes in Educational Attainment Questions on Earnings Data

Indicator 23 presents estimates of annual median earnings for wage and salary workers with different levels of educational attainment. The discussion above suggests that the “high school graduate with no further education” category based on the new item is larger than before because it includes all those with an equivalency certificate; however, the category is actually smaller because it excludes those who completed “12th grade, no diploma” and those with only a few months of college. The latter group is now included in the “1–3 years of college” category.

Nevertheless, the employment and earnings of the respondents who were added and dropped from each category are similar; therefore, the net effect of the misclassification on employment rates and average annual earnings is likely to be minor. Thus, it is still useful to compare the employment rates and median annual earnings of recent cohorts with “some college or

Note 1: The Current Population Survey (CPS)

Continued

an associate degree” with older cohorts who completed “1–3 years of college.”

For further information on this issue, see Kominski and Siegel (1993).

Preprimary enrollment

Indicator 1 presents data on preprimary enrollment rates of children ages 3–5. In 1990, the wording differed from other years for a question pertaining to the school enrollment status of children ages 3–14. Before 1990 and after 1990, the question asked if children were enrolled in nursery, kindergarten, elementary, or secondary school. In 1990, the question was expanded to include preschool and prekindergarten, as well as nursery school, kindergarten, and elementary or secondary school. Due to this change, preprimary education enrollment figures for 3- to 5-year-olds in 1990 are not comparable with those for other years.

Changes in Data Collection Procedures

Over the years, data collection methods for the CPS have changed. These changes may affect the ability to compare data before and after the changes. The following discussion presents information on several changes in data collection procedures that may affect data presented in indicators in this volume.

The method in which a survey is administered can affect responses. The Bureau began using Computer-Aided Personal (and Telephone) Interviews (CAPI and CATI) to administer the CPS in 1994. For earlier surveys, interviewers used printed questionnaires. Although the Bureau performed substantial testing to minimize or predict these effects, not all questions were tested. Therefore, some statistics may be affected by the change in survey procedures.

Changes in Weighting of Estimates

In 1994, the Bureau calculated sample weights used to weight survey estimates for inferences about the general population using information from both the 1980 and the 1990 Decennial Censuses, and included adjustments for undercounted populations. These adjustments resulted in an increase in the weights assigned to any age, sex, or racial-ethnic group that was underrepresented in the 1990 Census. Adjustments for undercounted groups were not made for data collected prior to 1994.

CONSTRUCTION OF SELECTED VARIABLES

Parental education, by race-ethnicity

Data on parents' highest level of education by race-ethnicity are presented in *Indicators 5* and *32*. Parents' highest level of education was obtained by merging the information from parents' records with the children's records. Estimates of mother's and father's highest level of education were calculated only for children who lived with their parents at the time of the survey. For example, the estimates of mother's highest level of education were calculated based on children who lived with “both parents” or with “mother only.” For children who lived with “father only,” the mother's educational level was unknown; therefore, the “unknown” group was excluded in the calculation of this variable.

Family income

The October CPS includes a family income variable, which was used in *Indicators 32* and *45* to measure a student's economic standing. Low income is the bottom 20 percent of all family incomes, high income is the top 20 percent of all family incomes, and middle income is the 60 percent in between. The table below

Note 1: The Current Population Survey (CPS)

Continued

shows the real dollar amount (rounded to the nearest \$100) of the breakpoints between low and middle income and between middle and high income. For example, low income in 1998 was defined as the range between \$0 and

\$13,900, middle income was defined as the range between \$13,901 and \$65,000, and high income was defined as \$65,001 and over. Therefore, the breakpoints between low and middle income and between middle and high income are \$13,900 and \$65,000, respectively.

Dollar value (in current 1999 dollars) at the breakpoint between low and middle and between middle and high income categories of family income: October 1970–98

October	Breakpoints between:	
	Low and middle	Middle and high
1970	\$3,300	\$11,900
1971	—	—
1972	3,500	13,600
1973	3,900	14,800
1974	—	—
1975	4,300	17,000
1976	4,600	18,300
1977	4,900	20,000
1978	5,300	21,600
1979	5,800	23,700
1980	6,000	25,300
1981	6,500	27,100
1982	7,100	31,300
1983	7,300	32,400
1984	7,400	34,200
1985	7,800	36,400
1986	8,400	38,200
1987	8,800	39,700
1988	9,300	42,100
1989	9,500	44,000
1990	9,600	46,300
1991	10,500	48,400
1992	10,700	49,700
1993	10,800	50,700
1994	11,800	55,500
1995	11,700	56,200
1996	12,300	58,200
1997	12,800	60,800
1998	13,900	65,000

— Not available.

NOTE: Amounts are rounded to the nearest \$100.

Note 2: The National Household Education Survey (NHES)

The National Household Education Survey (NHES), conducted in 1991, 1993, 1995, 1996, and 1999, collects data on education issues that cannot be addressed by collecting data on a school level. Data from NHES are used in several indicators that appear in this volume, covering such issues as enrollment in preprimary education, parents' involvement in their children's school activities, school choice, and participation in adult learning. This note provides further details on NHES data and how they are used in indicators that appear in the volume.

INTERVIEWING PROCEDURES

NHES collects data on children primarily by interviewing parents or guardians of children, and only infrequently by interviewing the children themselves. When a child is sampled to participate in NHES, the parent or guardian who has the most knowledge about the child's care and education is selected as the respondent.

Although NHES is conducted primarily in English, provisions are made to interview persons who speak only Spanish. Questionnaires are translated into Spanish, and bilingual interviewers who are trained to complete the interview in either English or Spanish are employed.

- *Indicator 6* presents data collected from parents for their children who primarily speak English or Spanish at home.

AGE OF THE CHILD

Indicator 2 presents enrollment rates in preprimary education programs for 3-, 4-, and 5-year-olds by the child's age. NHES reports the "age of the child" for 1991 data as the age that child was on December 31, 1990; December 31, 1992 for 1993 data; December 31, 1994 for 1995 data; December 31, 1995 for 1996 data; and December 31, 1998 for 1999 data.

PARENTS' HIGHEST LEVEL OF EDUCATION

Parents' highest level of education is defined as the highest level of education of the child's parents or nonparent guardians who reside in the household. It is based on the higher of the educational levels of the mother or female guardian or the father or male guardian. If only one parent resided in the household, that parent's highest level of education was used. *Indicators 2, 4, 46, 58, and 59* present data by parents' highest level of education.

PREPRIMARY ENROLLMENT RATES

Preprimary enrollment rates are calculated for *Indicator 2* by dividing the number of 3-, 4-, and 5-year-olds who (according to NHES data) were enrolled in center-based programs or kindergarten (as of December 31 of the year preceding the survey) by the total number of children ages 3, 4, and 5 in the United States as of the same date, according to the Bureau of the Census. Children who were enrolled in first grade or higher or who were in the "ungraded" category were excluded from the calculation of enrollment rates.

In 1999, NHES allowed respondents to indicate whether a child was enrolled only in a center-based program, only in kindergarten, or dually enrolled in both a center-based program and kindergarten. However, respondents were allowed to indicate that a child was dually enrolled only if the respondent first indicated that the child was enrolled in kindergarten in a series of enrollment questions. If a respondent first stated that a child was enrolled in a center-based program, the respondent was not allowed to indicate that the child was also enrolled in kindergarten. Due to this limitation in response options, dual enrollment may be somewhat underestimated. In table 2-2, the estimates of enrollment in center-based programs or kindergarten are not affected by this consideration.

Note 2: The National Household Education Survey (NHES)

Continued

- *Indicator 2* presents data on preprimary enrollment rates including dual enrollment for 1999. The indicator does not present data on dual enrollment for the earlier years.

RACE-ETHNICITY

NHES data on “race” and “Hispanic” status are combined to create a composite variable for race-ethnicity. If a child is Hispanic, he or she is classified by this ethnicity, regardless of whether his or her race is classified as white, black, or other. *Indicators 2, 6, 46, 58, 59, and 60* present data by children’s race-ethnicity.

POVERTY MEASURE

NHES data on household income and the number of people living in the household, combined with information from the Bureau of the Census on income and household size, are used to classify children as “poor” or “nonpoor.”

Children in families whose incomes are at or below the poverty threshold are classified as “poor”; children in families with incomes above the poverty threshold are classified as “nonpoor.” The thresholds used to determine whether a child is “poor” or “nonpoor” differ for each survey year. The weighted average poverty thresholds for various household sizes for 1991, 1993, 1995, 1996, and 1999 are shown in the following table.

It is not possible to determine whether respondents’ families are above or below the poverty threshold for 1991 or 1993 with the same accuracy as for 1995, 1996, and 1999. In the earlier years, respondents were asked to indicate where their incomes fell within broad categories. In later years, respondents were asked to provide more precise estimates of household income. *Indicators 2 and 58* present data by children’s poverty status.

Note 2: The National Household Education Survey (NHES)

Continued

Weighted average poverty thresholds, by household size: 1991, 1993, 1995, 1996, and 1999

Household size	Poverty threshold
NHES-91	
2	\$8,865
3	10,860
4	13,924
5	16,456
6	18,587
7	21,058
8	23,582
9 or more	27,942
NHES-93	
2	9,414
3	11,522
4	14,763
5	17,449
6	19,718
7	22,383
8	24,838
9 or more	29,529
NHES-95	
2	9,933
3	12,158
4	15,569
5	18,408
6	20,804
7	23,552
8	26,267
9 or more	31,280

Household size	Poverty threshold
NHES-96	
2	10,233
3	12,516
4	16,036
5	18,952
6	21,389
7	24,268
8	27,091
9 or more	31,971
NHES-99	
2	10,636
3	13,001
4	16,655
5	19,682
6	22,227
7	25,188
8	28,023
9 or more	33,073

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1991, 1993, 1995, 1996, and 1999.

Note 3: Educational Attainment, Race-Ethnicity, Urbanicity, and CPI Adjustments

Variables come from different sources and time periods, so the definitions used to collect the information vary from survey to survey. Some figures must be adjusted to account for changes over time. This supplemental note describes how several variables used in some indicators in this volume were measured in each of the surveys that collected that information. The note also describes how monetary figures were adjusted to reflect comparable information from different years.

EDUCATIONAL ATTAINMENT

For surveys that NCES sponsors, the categories of educational attainment are reported here as follows:

- National Household Education Survey: *Less than high school diploma, High school diploma or GED, Some college/ vocational/technical, Bachelor's degree/ College graduate, and Graduate or Professional degree.*
- Early Childhood Longitudinal Survey: *Less than high school; High school diploma or equivalent; Some college, including vocational/technical; and Bachelor's degree or higher.*
- National Education Longitudinal Survey of 1988 Eighth Graders: *Less than high school, High school diploma, GED, Some postsecondary education, and Bachelor's degree or higher.*
- High School and Beyond survey: *Less than high school graduate, High school, Certificate, Associate's, Bachelor's, Master's, Professional, and Doctorate.*

Within individual indicators, these categories may be collapsed to facilitate analysis. In *The Condition of Education 2000*, the previous definitions apply to *Indicators 2, 6, 10, 11, 12, 26, 33, 34, 46, 58, 59, and 60.*

RACE-ETHNICITY

Classifications indicating racial-ethnic heritage are 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's standard classification scheme:

American Indian/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.

Asians/Pacific Islanders: 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 Philippines, and Samoa. Please note that the essay on kindergartners and *Indicators 11, 12, and 26* include Asian children, but not those classified as Pacific Islanders (i.e., Polynesian, Hawaiian, Samoan, Tongan, other Polynesian, Micronesian, Guamanian, other Micronesian and Pacific Islander, not specified).

Black: A person having origins in any of the black racial groups in Africa. In this report, normally excludes persons of Hispanic origin. Those measures that do not exclude persons of Hispanic origin 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. In this report, normally excludes persons of Hispanic origin. Those measures that do not exclude persons of Hispanic origin are noted accordingly.

Note 3: Educational Attainment, Race-Ethnicity, Urbanicity, and CPI Adjustments

Continued

Other: Any person that is not included in the above categories (White, Black, Hispanic, Asians/Pacific Islanders, and American Indian/Alaskan Native).

Not all categories are shown in all indicators because of insufficient data in some of the smaller categories.

URBANICITY

1. In the Census Bureau's Current Population Survey, metropolitan status is based on the concept of a metropolitan area (MA), a large population nucleus together with adjacent communities that have a high degree of economic and social integration with that nucleus.

MAs are designated and defined by the Office of Management and Budget, following standards established by the inter-agency Federal Executive Committee on Metropolitan Areas, with the aim of producing definitions that are as consistent as possible for all MAs nationwide.

Each MA must contain either a place with a minimum population of 50,000 or an urbanized area, as defined by the Bureau of the Census, and a total MA population of at least 100,000 (75,000 in New England). An MA is comprised of one or more central counties, and an MA can also include one or more outlying counties that have closed economic and social relationships with the central county. An outlying county must have a specified level of commuting to the central counties and also must meet certain standards regarding metropolitan character, such as population density, urban population, and population growth. In New England, MAs are composed of cities and towns rather than whole counties. The following terms char-

acterize MAs:

Metropolitan: the territory, population, and housing units in MAs.

Inside a central city: a subdivision of a metropolitan area, which includes only the area inside of the central city.

Outside a central city: a subdivision of a metropolitan area, which includes only the area outside of the central city.

Nonmetropolitan: the territory, population, and housing units located outside MAs.

2. In the National Household Education Survey, urbanicity is based on the Census classification for the highest percentage of households in the respondent's residential ZIP Code. Urbanicity is designated by the following terms:

Urbanized area: a place and the adjacent densely settled surrounding territory that combined have a minimum population of 50,000.

Urban, outside of urbanized areas: incorporated or unincorporated places outside of urbanized areas that have a minimum population of 25,000, with the exception of rural portions of extended cities.

Rural: all areas are not classified as urban.

3. In the Fast Response Survey System, urbanicity is defined in accordance with Census standards:

City: a central city of a Metropolitan Statistical Area (MSA).

Urban fringe: a place within an MSA of a central city but not primarily its central city.

Town: a place not within an MSA, but with

Note 3: Educational Attainment, Race-Ethnicity, Urbanicity, and CPI Adjustments

Continued

a population greater than or equal to 2,500 and defined as urban by Census.

Rural: a place with a population less than 2,500 and defined as rural by the Census.

4. In CCD, urbanicity is based on Metropolitan Status Codes. This is the classification of an education agency's service area relative to an MSA. Every education agency is placed in one of the following categories:
 - A. Primarily serves a central city of an MSA
 - B. Serves an MSA but not primarily its central city
 - C. Does not serve an MSA

In *The Condition of Education 2000*, these definitions apply to *Indicators* 28, 49, 60, and 61.

USING THE CONSUMER PRICE INDEX (CPI) TO ADJUST FOR INFLATION

The Consumer Price Indexes represent changes in the prices of all goods and services purchased for consumption by urban households. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. The indicators throughout the *Condition* use the "U.S. All Items CPI for All Urban Consumers, CPI-U."

The CPI-U is the basis for both the calendar year CPI and the school year CPI. The calendar year CPI is the same as the annual CPI-U.

The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12. The school year CPI is rounded off at three decimal places. Data for the CPI-U are available on the Bureau of Labor Statistics Web site (given below). Also, figures for both the calendar year CPI and the school year CPI can be obtained from the *Digest of Education Statistics 1999* (NCES 1999-036), an NCES annual publication.

Although the CPI has many uses, its principal function in the *Condition* is to convert monetary figures (salaries, expenditures, income etc.) into inflation-free dollars to allow comparisons over time. For example, due to inflation, the buying power of a teacher's salary in 1995 is not comparable to that of a teacher in 1999. In order to make such a comparison, his or her 1995 salary must be converted into 1999 constant dollars using the following formula: the 1995 salary is multiplied by a ratio of the 1999 CPI over the 1995 CPI.

$$1995 \text{ salary} \times \frac{(1999 \text{ CPI})}{(1995 \text{ CPI})} = 1995 \text{ salary in } 1999 \text{ constant dollars}$$

For more detailed information on how the CPI is calculated or the other types of CPI indexes, go to the Bureau of Labor Statistics web site at <http://www.bls.gov/cpihome.htm>.

In *The Condition of Education 2000*, this description of the CPI applies directly to the following *Indicators*: 23, 55, 62, and 64.

Note 4: Information on the Regional Classifications

CLASSIFICATION 1

Indicator 49 uses the following regional classifications:

Northeast	Southeast
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
Central	West
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

CLASSIFICATION 2

Data from the Bureau of the Census, including the Current Population Survey, the Common Core Data, and *Indicators 3, 4, 47* and *63* used the following regional classifications:

Northeast	South
Connecticut	Alabama
Maine	Arkansas
Massachusetts	Delaware
New Hampshire	District of Columbia
New Jersey	Florida
New York	Georgia
Pennsylvania	Kentucky
Rhode Island	Louisiana
Vermont	Maryland
	Mississippi
	North Carolina
	Oklahoma
	South Carolina
	Tennessee
	Texas
	Virginia
	West Virginia
Midwest	West
Illinois	Alaska
Indiana	Arizona
Iowa	California
Kansas	Colorado
Michigan	Hawaii
Minnesota	Idaho
Missouri	Montana
Nebraska	Nevada
North Dakota	New Mexico
Ohio	Oregon
South Dakota	Utah
Wisconsin	Washington
	Wyoming

Note 5: Classification of Postsecondary Education Institutions

The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) employs various categories to group postsecondary institutions. These categories are different in some ways from those that have been used in IPEDS in previous years and in the Higher Education General Information Survey (HEGIS), which preceded IPEDS. In order to allow historical comparisons and proper interpretations of the data presented in some of the indicators in this volume, this supplemental note describes the different classification systems used.

BASIC IPEDS CLASSIFICATIONS

The term postsecondary institutions is the most general category used to refer to institutions with formal instructional programs and a curriculum designed primarily for students who have completed the requirements for a high school diploma or its equivalent. For many analyses, however, comparing all institutions from across this broad universe of postsecondary education institutions would not be appropriate. In IPEDS the universe of postsecondary institutions is divided into three main categories on the basis of highest degree awarded by the institution or the length of the program:

- (1) Four-year degree-granting institutions confer recognized degrees that require four or more years to complete.
- (2) Two-year degree-granting institutions confer recognized degrees that require at least two but less than 4 years to complete.
- (3) Less than 2-year non-degree-granting institutions confer terminal occupational certificates or an award that is creditable toward a formal degree at the 2-year or higher level.

Each of these three categories is further subdivided by type of financial control: public, pri-

vate not-for-profit, and private for-profit (e.g., proprietary schools). Consequently, IPEDS divides the entire universe of postsecondary institutions into 9 different "sectors." Each of the 3 categories of degree-granting institutions contains public institutions, not-for-profit institutions, and for-profit institutions. In some sectors (for example, 4-year, for-profit, degree-granting institutions) the number of institutions is small relative to other sectors. Beginning in 1996-97, the IPEDS universe of institutions was further divided according to their participation in the Title IV-C student aid programs of the Higher Education Act administered by the U.S. Department of Education. In order to qualify for Title IV-C programs institutions must meet certain eligibility criteria and reach a participation agreement with the U.S. Department of Education.

All indicators in this volume concerning postsecondary education institutions include the first two categories of 4-year and 2-year degree-granting institutions. Within these two groups, the particular numbers and types of institutions included in an indicator can vary depending on which years of IPEDS data were used and what classification of 2- and 4-year degree-granting institutions is employed. Prior to 1996-97, institutions were distinguished in IPEDS according to their accreditation by an agency or association recognized by the Secretary of the U.S. Department of Education. This subset of institutions was called the "institutions of higher education." The Title IV-C group of 2- and 4-year degree-granting postsecondary institutions differs from the institutions of higher education group mainly in that the institutions of higher education group included fewer 2-year for-profit colleges and more 4-year, degree-granting, private not-for-profit institutions. The institutions of higher education group also included a few 4-year non-degree granting institutions and some less-than-2-year institutions that were added over

Note 5: Classification of Postsecondary Education Institutions

Continued

time after the beginning of IPEDS in 1986-87. The 2- and 4-year degree-granting public and not-for-profit postsecondary institutions forming the core of these institutions of higher education originated as the universe of institutions on which HEGIS was based. The institutions of higher education group differs from the Title IV-C group of 2-year and 4-year degree-granting institutions by about 1 percent in total enrollments in years where the two classifications overlap.¹

- Indicator 7 relies on the institutions of higher education group of institutions for all years.
- Indicator 55 relies on the Title IV-C group of institutions for its 1997-98 data. Subdivisions of this data set include only private, nonprofit institutions under the label "private." For its 1972-73, 1980-81, and 1996-97 data, the indicator relies on the institutions of higher education group restricted to 2-year and 4-year degree-

granting institutions. Subdivisions of these data sets include private, non-profit and private for-profit institutions.

CARNEGIE CLASSIFICATION

Another grouping of 2- and 4-year degree-granting institutions used is the Carnegie Classification system. The Carnegie Classification groups American colleges and universities by their purpose and size. First developed in 1970 by the Carnegie Commission on Higher Education, the classification system does not establish a hierarchy among institutions of higher education; instead it groups colleges and universities with similar programs and purposes to facilitate meaningful comparisons and analysis. The Carnegie Classification system has been revised three times—in 1976, 1987, and 1994—since it was created. The current system divides institutions of higher education into 10 categories, with the tenth category—Professional and Specialized Institutions—subdivided into 10 subcategories.

Category name(s) and version(s) in which used

Research Universities I: 1987, 1994

1987 Definition:² *Applied to 3,389 institutions*

"These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They receive annually at least \$33.5 million in federal support³ and award at least 50 Ph.D. degrees each year."⁴

1994 Definition:⁵ *Applied to 3,595 institutions*

"These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees⁶ each year. In addition, they receive annually \$40 million or more in federal support."⁷

Research Universities II: 1987, 1994

1987 Definition:² *Applied to 3,389 institutions*

"These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They receive annually between \$12.5 million and \$33.5 million in federal support³ for research and development and award at least 50 Ph.D. degrees each year."⁴

1994 Definition:⁵ *Applied to 3,595 institutions*

"These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees⁶ each year. In addition, they receive annually between \$15.5 million and \$40 million in federal support."⁷

Note 5: Classification of Postsecondary Education Institutions

Continued

The following indicators rely on the Carnegie Classification system. To the right of each is the version of the Carnegie system employed in that indicator to encode the data.

- *Indicator 8* 1994
- *Indicator 52* 1987
- *Indicator 56* 1987
- *Indicator 57* 1987
- *Indicator 65* 1994

Unless specified otherwise, type I and type II institutions have been combined in these indi-

cators. *Indicator 52* also combines Research Universities I and II and Doctorate-granting institutions I and II under the label “4-year doctoral,” and comprehensive universities and Colleges I and II and Liberal Arts Colleges I and II under the label “4-year nondoctoral.”

The information used to classify institutions into the Carnegie categories comes from survey data. The 1994 version of Carnegie Classifications relied on data from IPEDS, the National Science Foundation, The College Board, and the 1994 Higher Education Directory published by Higher Education Publications, Inc. (HEP).

Category name(s) and version(s) in which used—Continued

Doctorate-Granting Universities I: 1987; Doctoral Universities I: 1994

1987 Definition:² *Applied to 3,389 institutions*

“In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate degree. They award at least 40 Ph.D. degrees annually in five or more disciplines.”⁴

1994 Definition:⁵ *Applied to 3,595 institutions*

“In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines.”⁴

Doctorate-Granting Universities II: 1987; Doctoral Universities II: 1994

1987 Definition:² *Applied to 3,389 institutions*

“In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate degree. They award annually at least 20 Ph.D. degrees in at least one discipline or 10 or more Ph.D. degrees in three or more disciplines.”⁴

1994 Definition:⁵ *Applied to 3,595 institutions*

“In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award annually at least 10 doctoral degrees—in three or more disciplines—or 20 or more doctoral degrees in one or more disciplines.”⁴

Comprehensive Universities and Colleges I: 1987; Master's (Comprehensive) Universities and Colleges I: 1994

1987 Definition:² *Applied to 3,389 institutions*

“These institutions offer a full range of baccalaureate programs and, with few exceptions, graduate education through the master's degree. More than half of their baccalaureate degrees are awarded in two or more occupational or professional disciplines such as engineering or business administration. All of the institutions in this group enroll at least 2,500 students.”⁴

1994 Definition:⁵ *Applied to 3,595 institutions*

“These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines.”

Note 5: Classification of Postsecondary Education Institutions

Continued

Category name(s) and version(s) in which used—Continued

Comprehensive Universities and Colleges II: 1987; Master's (Comprehensive) Universities and Colleges II: 1994

1987 Definition:² *Applied to 3,389 institutions*

"These institutions award more than half of their baccalaureate degrees in two or more occupational or professional disciplines, such as engineering or business administration, and many also offer graduate education through the master's degree. All of the colleges and universities in this group enroll between 1,500 and 2,500 students."⁴

1994 Definition:⁵ *Applied to 3,595 institutions*

"These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines."

Liberal Arts Colleges I: 1987; Baccalaureate Colleges I: 1994

1987 Definition:² *Applied to 3,389 institutions*

"These highly selective institutions⁹ are primarily undergraduate colleges that award more than half of their baccalaureate degrees in arts and science fields."

1994 Definition:⁵ *Applied to 3,595 institutions*

"These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award 40 percent or more of their baccalaureate degrees in liberal arts fields and are restrictive in admissions."

Liberal Arts Colleges II: 1987; Baccalaureate Colleges II: 1994

1987 Definition:² *Applied to 3,389 institutions*

"These institutions are primarily undergraduate colleges that are less selective and award more than half of their degrees in liberal arts fields. This category also includes a group of colleges that award less than half of their degrees in liberal arts but, with fewer than 1,500 students, are too small to be considered comprehensive."

1994 Definition:⁵ *Applied to 3,595 institutions*

"These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award less than 40 percent of their baccalaureate degrees in liberal arts fields or are less restrictive in admissions."

Note 5: Classification of Postsecondary Education Institutions

Continued

Category name(s) and version(s) in which used—Continued

Two-Year Community, Junior and Technical Colleges: 1987; Associate of Arts Colleges: 1994

1987 Definition:² *Applied to 3,389 institutions*

"These institutions offer certificate of degree programs through the Associate of Arts level and, with few exceptions, offer no baccalaureate degrees."

1994 Definition:³ *Applied to 3,595 institutions*

"These institutions offer associate of arts certificate or degree programs and, with few exceptions, offer no baccalaureate degrees."

Professional Schools and Specialized Institutions: 1987, and specialized institutions: 1994

1987 Definition:² *Applied to 3,389 institutions*

"These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50 percent of the degrees awarded by these institutions are in a single specialized field." They are divided into the following subcategories:

- Theological seminaries, Bible colleges, and other institutions offering degrees in religion;
- Medical schools and medical centers;
- Other separate health professional schools;
- Schools of engineering and technology;
- Schools of business and management;
- Teachers colleges;
- Other specialized institutions; and
- Corporate-sponsored institutions.

1994 Definition:³ *Applied to 3,595 institutions*

"These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50 percent of the degrees awarded by these institutions are in a single discipline." They are divided into the following subcategories:

- Theological seminaries, Bible colleges, and other institutions offering degrees in religion;
 - Medical schools and medical centers;
 - Other separate health professional schools;
 - Schools of engineering and technology;
 - Schools of business and management;
 - Teachers colleges;
 - Other specialized institutions; and
 - Tribal colleges.
-

Note 5: Classification of Postsecondary Education Institutions

Continued

NOTES

¹ In 1996-97 there were about 4,000 Title IV-C eligible, 2-year and 4-year degree granting institutions in the IPEDS universe compared to about 3,500 institutions in the former HEGIS, or institutions of higher education, universe in the same year. In 1996-97 the total IPEDS universe also included about 500 non-Title IV-C eligible, degree-granting institutions, and 5,400 non-degree granting institutions.

² Carnegie Foundation for the Advancement of Teaching (1987).

³ The years used in calculating average federal support were 1983, 1984, and 1985.

⁴ The academic year for determining the number of degrees awarded by institutions was 1983-84.

⁵ Carnegie Foundation for the Advancement of Teaching (1994).

⁶ Doctoral degrees include Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Ph.D. in any field.

⁷ Total federal obligation figures are available from the National Science Foundation's annual report, *Federal Support to Universities, Colleges, and Nonprofit Institutions*. The years used in averaging total federal obligations are 1989, 1990, and 1991.

⁸ The years used for calculating average student enrollment were 1982, 1983, and 1984.

⁹ The Astin index is used to determine the selectivity of liberal arts colleges. This index developed by Alexander W. Astin (at the University of California at Los Angeles) was based on average SAT scores (verbal and mathematics) of freshmen entering each institution, as reported to several institutional directories in the early 1970s.

Note 6: The National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), administered regularly in a number of subjects since 1969, has two major goals: (1) to assess student performance reflecting current educational and assessment practices; and (2) to measure change in student performance reliably over time. To address these goals, the NAEP includes a main assessment and a long-term trend assessment. The assessments are administered to separate samples of students at separate times, use separate instrumentation, and measure different educational content. Consequently, results from the assessments should not be compared. Data presented in *The Condition of Education 2000* are from both assessments.

MAIN NAEP

Indicators 13, 14, 15, and 20 are based on the main NAEP. It periodically assesses students' performance in several subjects, following the curriculum frameworks developed by the National Assessment Governing Board (NAGB) and using the latest advances in assessment methodology. NAGB develops the frameworks using curriculum standards developed within the field, such as the mathematics standards developed by the National Council of Teachers of Mathematics.

The content and nature of the main NAEP evolves to match instructional practices, so the ability to measure change reliably over time is limited. As standards for instruction and curriculum change, so does the main NAEP. As a result, data from different assessments are not

always comparable. Recent NAEP main assessment instruments have typically been kept stable for short periods of time, allowing trend results to be reported for, at most, three time points. For some subjects that are not assessed frequently, such as civics and art, no trend data are available.

NAEP results are reported in terms of predetermined achievement levels because each assessment reflects current standards of performance in each subject. The achievement levels define what students who are performing at Basic, Proficient, and Advanced levels of achievement should know and be able to do. NAGB establishes achievement levels whenever a new main NAEP framework is adopted. It should be noted that, while the achievement levels were adopted after NAGB's careful deliberation, the NAEP legislation requires that these levels be "used on a developmental basis until the Commissioner of Education Statistics determines . . . that such levels are reasonable, valid, and informative to the public," and that the Commissioner and the Board make clear the developmental status of such levels in all NAEP reports. Upon review of the available information, the Commissioner of Education Statistics has judged that the achievement levels are still in a developmental status; that is, they currently have certain limitations that require caution about their use.

The tables that follow summarize and describe, for each grade level, the achievement levels for reading, mathematics, writing, and civics.

Note 6: The National Assessment of Educational Progress (NAEP)

Continued

Table 1 Achievement levels for reading: Main NAEP

Grade 4	
Basic	Demonstrate an understanding of the overall meaning of what is read. Make relatively obvious connections between the text and personal experiences and extend ideas in text by making simple inferences.
Proficient	Demonstrate an overall understanding of the text, providing inferential as well as literal information. Extend ideas in text by making clear inferences, drawing conclusions, and making connections to own experiences.
Advanced	Generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. Judge text critically and, in general, give thorough answers that indicate careful thought.
Grade 8	
Basic	Demonstrate a literal understanding of what is read and make some interpretations. Identify specific aspects of text that reflect overall meaning, extend ideas in text by making simple inferences, recognize and relate interpretations and connections among ideas in text to personal experience, and draw conclusions based on the text.
Proficient	Show an overall understanding of the text, including inferential as well as literal information. Extend ideas in text by making clear inferences from it, drawing conclusions, and making connections to own experience, including other reading experiences. Identify some of the devices authors use in composing text.
Advanced	Describe the more abstract themes and ideas of overall text. Analyze both meaning and form and support analyses explicitly with examples from the text; extend text information by relating it to experiences and world events. Responses are thorough, thoughtful, and extensive.
Grade 12	
Basic	Demonstrate an overall understanding and make some interpretations of the text. Identify and relate aspects of text to its overall meaning, extend ideas in text by making simple inferences, recognize interpretations, make connections among and relate ideas in text to personal experiences, and draw conclusions. Identify elements of an author's style.
Proficient	Show an overall understanding of text including inferential as well as literal information. Extend ideas of text by making clear inferences, even when implicit, drawing conclusions, and making connections to personal experiences and other readings. Analyze author's use of literary devices.
Advanced	Describe more abstract themes and ideas in overall text. Analyze both meaning and form of text and explicitly support analyses with specific examples from text. Extend information from text by relating it to experiences and the world. Responses are thorough, thoughtful, and extensive.

Note 6: The National Assessment of Educational Progress (NAEP)

Continued

Table 2 Achievement levels for mathematics: Main NAEP

Grade 4	
Basic	Estimate and use basic facts to perform simple computations with whole numbers; show some understanding of fractions and decimals; and solve some simple real-world problems. Use four-function calculators, rulers, and geometric shapes. Written responses are often minimal and presented without supporting information.
Proficient	Use whole numbers to estimate, compute, and determine whether results are reasonable. Solve real-world problems and use four-function calculators, rulers, and geometric shapes appropriately. Employ problem-solving strategies such as identifying and using appropriate information. Written solutions should be organized and presented both with supporting information and explanations of how they were achieved.
Advanced	Solve complex and nonroutine real-world problems. Display mastery in the use of four-function calculators, rulers, and geometric shapes. Draw logical conclusions and justify answers and solution processes by explaining why, as well as how, they were achieved. Go beyond the obvious in interpretations and be able to communicate thoughts clearly and concisely.
Grade 8	
Basic	Complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. Solve problems through the appropriate selection and use of strategies and technological tools, including calculators, computers, and geometric shapes. Use fundamental algebraic and informal geometric concepts in problem-solving.
Proficient	Make conjectures, defend ideas, and give supporting examples. Understand connections between fractions, percents, decimals, and other mathematical topics such as algebra and functions. Compare and contrast mathematical ideas and generate own examples. Make inferences from data and graphs, apply properties of informal geometry, and accurately use tools of technology. Understand process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.
Advanced	Probe examples and counterexamples in order to shape generalizations from which to develop models. Use number sense and geometric awareness to consider the reasonableness of an answer. Use abstract thinking to create unique problem-solving techniques and explain reasoning processes underlying conclusions.

Note 6: The National Assessment of Educational Progress (NAEP)

Continued

Table 2 Achievement levels for mathematics: Main NAEP—Continued	
Grade 12	
Basic	Use estimation to verify solutions and determine reasonableness of results as applied to real-world problems. Use algebraic and geometric reasoning strategies to solve problems. Recognize relationships presented in verbal, algebraic, tabular, and graphical forms, and demonstrate knowledge of geometric relationships and corresponding measurement skills. Apply statistical reasoning in the organization and display of data and in reading tables and graphs. Generalize from patterns and examples in algebra, geometry, and statistics. Use correct mathematical language and symbols to communicate mathematical relationships and reasoning processes, and use calculators appropriately to solve problems.
Proficient	Demonstrate an understanding of algebraic, statistical, and geometric and spatial reasoning. Perform algebraic operations involving polynomials, justify geometric relationships, and judge and defend the reasonableness of answers as applied to real-world situations. Analyze and interpret data in tabular and graphical form, and understand and use elements of the function concept in symbolic, graphical, and tabular form. Make conjectures, defend ideas, and give supporting examples.
Advanced	Understand the function concept and be able to compare and apply the numeric, algebraic, and graphical properties of functions. Apply knowledge of algebra, geometry, and statistics to solve problems in more advanced areas of continuous and discrete mathematics. Formulate generalizations and create models through probing examples and counterexamples. Be able to communicate mathematical reasoning through clear, concise, and correct use of mathematical symbolism and logical thinking.

Note 6: The National Assessment of Educational Progress (NAEP)

Continued

Table 3 Achievement levels for writing: Main NAEP

Grade 4	
Basic	Be able to produce a somewhat organized and detailed response within time allowed that shows a general grasp of the assigned writing task. Grammar, spelling, and capitalization should be accurate enough to communicate to a reader, although there may be mistakes that get in the way of meaning.
Proficient	Be able to produce an organized response within time allowed that shows an understanding of the assigned writing task. Writing should include details that support and develop the main idea and should show that a student is aware of the audience. Grammar, spelling, and capitalization should be accurate enough to communicate to a reader. There may be some mistakes, but these should not get in the way of meaning.
Advanced	Be able to produce an effective, well-developed response within time allowed that shows a clear understanding of the assigned writing task. Writing should include details and be clearly organized, should use precise and varied language, and show signs of analytical, evaluative, or creative thinking. Grammar, spelling, and capitalization should be accurate enough to communicate clearly and mistakes should be so few and so minor that a reader can easily skim over them.
Grade 8	
Basic	Be able to produce an effective response within the time allowed that shows a general understanding of the assigned writing task. Writing should show that the student is aware of the audience, and it should include supporting details in an organized way. Grammar, spelling, and capitalization should be accurate enough to communicate to a reader, although there may be mistakes that get in the way of meaning.
Proficient	Be able to produce a detailed and organized response within time allowed that shows an understanding of both the assigned writing task and the audience. Writing should include precise language and varied sentence structure, and it may show analytical, evaluative, or creative thinking. Grammar, spelling, and capitalization should be accurate enough to communicate to a reader. There may be some mistakes, but these should not get in the way of meaning.
Advanced	Be able to produce a fully developed response within the time allowed that shows a clear understanding of both the assigned writing task and the audience. Writing should show some analytical, evaluative, or creative thinking and may make use of literary strategies to clarify a point; it should also be clearly organized, demonstrating precise word choice and varied sentence structure. There should be few errors in grammar, spelling, punctuation, capitalization, and sentence structure; writers should demonstrate good control of these elements and may use them for stylistic effect in their work.

Note 6: The National Assessment of Educational Progress (NAEP)

Continued

Table 3 Achievement levels for writing: Main NAEP—Continued
Grade 12

Basic	Be able to produce a well-organized response within time allowed that shows an understanding of both the assigned writing task and the audience. Writing should show some analytical, evaluative, or creative thinking and should include details that support and develop the main idea. Grammar, spelling, and capitalization should be accurate enough to communicate to a reader. There may be some mistakes, but these should not get in the way of meaning.
Proficient	Be able to produce an effectively organized and fully developed response within the time allowed that uses analytical, evaluative, or creative thinking. Writing should include details that support and develop the main idea and should show that the student is able to use precise language and variety in sentence structure to engage audience. There should be few errors in grammar, spelling, punctuation, capitalization, and sentence structure; writers should demonstrate good control of these elements and may use them for stylistic effect in their work.
Advanced	Be able to produce a mature and sophisticated response within time allowed that uses analytical, evaluative, or creative thinking. Writing should be detailed and fully developed, and it should show that the student is able to use literary strategies to develop ideas. Writing should be well crafted and coherent and show that the student is able to engage the audience through rich and compelling language, precise word choice, and variety in sentence structure. There should be few errors in grammar, spelling, punctuation, capitalization, and sentence structure; writers should demonstrate a sophisticated command of these elements and may use them for stylistic effect in their work.

Note 6: The National Assessment of Educational Progress (NAEP)

Continued

Table 4 Achievement levels for civics: Main NAEP

Grade 4	
Basic	Have an understanding of what government is and what it does, be able to identify some things that American government is not allowed to do, have some understanding of the foundations of the American political system, and know that the world is divided into many countries. Understand rules and laws, rights and responsibilities, and ways to participate in governing, in the context of the student's school and community.
Proficient	Have a good understanding of what American government does and why it is not allowed to act in certain ways and have an age-appropriate understanding of the foundations of the American political system. Understand purposes of laws, ways shared beliefs unify Americans, what it means to be a citizen, rights and responsibilities of citizens, and the idea of public participation in governing. Describe ways in which countries interact with one another.
Advanced	Understand and be able to explain some purposes of government and recognize differences between power and authority and between limited and unlimited government. Be able to explain the importance of shared values in American democracy, to identify ways citizens can participate in governing, and to understand that with rights come responsibilities. Be able to explain how nations benefit when they resolve conflicts peacefully.
Grade 8	
Basic	Have some understanding of competing ideas about purposes of government, be able to describe advantages of limited government, and be able to define government, constitution, the rule of law, and politics. Be able to identify the fundamental principles of American democracy and the documents from which they originate. Understand the importance of a shared commitment to the core values of American democracy. Recognize the components of the political process and understand personal, political, and economic rights and responsibilities. Be able to describe the purposes of some international organizations.
Proficient	Understand and be able to explain purposes that government should serve. Have a good understanding of differences between government and civil society and of the importance of the rule of law. Recognize discrepancies between American ideals and reality and be able to describe continuing efforts to address them. Understand the separation and sharing of powers among branches of government and between federal and state governments and be able to explain how citizens influence government. Be able to describe events within the United States and other countries that have international consequences.
Advanced	Have a developed understanding of how civil society helps to maintain limited government and why the rule of law is important. Have a clear understanding of issues in which democratic values are in conflict and of past efforts to address the discrepancies between American ideals and reality. Understand how citizens can monitor and influence government and how responsible citizens support democracy. Recognize the impact of American democracy on other countries, as well as other countries' impact on American politics and society.

Note 6: The National Assessment of Educational Progress (NAEP)

Continued

Table 4. Achievement levels for civics: Main NAEP—Continued

Grade 12	
Basic	Have an understanding of what is meant by civil society, constitutional government, and politics. Know that constitutional governments can take different forms and understand the fundamental principles of American constitutional government and politics, including functions of political parties and other organizations. Understand both rights and responsibilities in a democratic society, and recognize value of political participation. Be familiar with international issues that affect the United States.
Proficient	Have a good understanding of how constitutions can limit the power of government and support the law. Be able to describe similarities and differences among constitutional systems of government. Be able to explain fundamental American democratic values, their applications, and their contribution to expanding political participation. Understand the structure of American government, be able to evaluate activities of political parties, interest groups, and media in public affairs, and be able to explain the importance of political participation, public service, and political leadership. Be able to describe major elements of American foreign policy and the performance of major international organizations.
Advanced	Have a thorough and mature understanding of the strengths and weaknesses of various forms of constitutional democracy. Be able to explain fully the structure of American government and the political process. Understand differences between American ideals and realities, explain past and present responses to those differences, and understand why civic dispositions and individual and collective political actions sustain democracy. Be able to explain objectives and consequences of American foreign policy.

LONG-TERM TREND NAEP

Indicators 16, 17, and 25 are based on the long-term trend NAEP. The long-term trend NAEP measures student performance in science, reading, writing, and mathematics. The long-term assessments have used the same instruments since their first administrations in the late 1960s and early 1970s for science, reading, and mathematics and the early 1980s for writing. Accordingly, the long-term trend NAEP does not reflect current teaching standards or curricula. Nonetheless, the long-term trend NAEP facilitates comparisons of student performance over time.

Results from the long-term trend NAEP are presented as mean scale scores. Unlike the main NAEP, the long-term trend NAEP does not define achievement levels. Another important difference between the two assessments is that they collect data from different groups. In the main NAEP, results are reported for grades 4, 8, and 12. In most long-term trend assessments, average scores are reported by age. For science, reading, and mathematics, students at ages 9, 13, and 17 are assessed.

Note 7: The Third International Mathematics and Science Study (TIMSS)

Under the auspices of the International Association for the Evaluation of Educational Achievement (1997a, 1997b, 1997c, 1997d, 1998), the Third International Mathematics and Science Study (TIMSS) assessed and collected data for more than half a million students at five grade levels (the 3rd, 4th, 7th, and 8th grades plus the final year of secondary school), providing information on student achievement, student background characteristics, and school resources in 45 countries in 1995. TIMSS data presented in *The Condition of Education 2000* are taken from the assessment components (*Indicators 18 and 19*) and the Videotape Classroom Study (*Indicator 44*).

TIMSS ASSESSMENT COMPONENTS

The assessment components of TIMSS tested students in three populations:

- *Population 1*: Students enrolled in the two adjacent grades that contained the largest proportion of 9-year-old students at the time of the assessment—3rd- and 4th-grade students in most countries.
- *Population 2*: Students enrolled in the two adjacent grades that contained the largest proportion of 13-year-old students at the time of the assessment—7th- and 8th-grade students in most countries.
- *Population 3*: Students enrolled in their final year of secondary education, which ranged from 9th- to 14th-grade. In many countries, students in more than one grade participated in the study because the length of secondary education varied by type of program (e.g., academic, technical, vocational).

The results should be interpreted carefully because countries varied in how they defined their population and in their compliance with the TIMSS sampling guidelines. Consequently, reasons for differences in performance are not

clear, and assumptions cannot easily be made about the relationship between performance and the differences among countries' *Population* samples.

For example, particularly in *Population 3*, countries showed considerable variation in the age of the students tested. This assessment was intended to measure what students know when they leave the secondary school system, and therefore reflected differences among countries in how they prepare students to enter society after their schooling ends. A majority of countries participating in the assessment of *Population 3* tested students who were older, on average, than those tested for this *Population* in the United States, but no clear relationship exists between the age of the students tested and their performance. In some countries, data showed that their older students performed better than their younger students on the *Population 3* assessment. In other countries however, including the United States, younger students outperformed the older students on this same assessment. In fact, analyses of these data also show that, when including only students under the age of 18 in international comparisons, the average student in the United States still scored lower than the international average, and higher than the average student in only two other countries: Cyprus and South Africa. (NCES forthcoming)

All countries that participated in the study were required to administer assessments to the students in the two grades at *Population 2* but could choose whether to participate in the assessments of other populations. Forty-six countries participated in the survey of *Population 2*, of which 14 participated in the general assessment for all three *Populations*. For *Population 3*, in addition to general knowledge, countries were able to test two subgroups of students in their last year of secondary education: students taking advanced mathematics and students taking physics.

Note 7: The Third International Mathematics and Science Study (TIMSS)

Continued

Table 1 Countries participating in TIMSS, by population covered

Country	Population 1	Population 2	Population 3		
			General knowledge	Advanced mathematics	Physics
Argentina		.			
Australia	.	.	.	.	.
Austria	.	.	.	.	.
Belgium (Flemish)		.			
Belgium (French)		.			
Bulgaria		.			
Canada	.		.	.	.
Colombia		.			
Cyprus	.	.	.	.	.
Czech Republic	.	.	.	.	.
Denmark		.	.	.	.
England	.	.			
France		.	.	.	.
Germany		.	.	.	.
Greece	.	.		.	.
Hong Kong	.	.			
Hungary	.	.	.		
Iceland	.	.	.		
Indonesia	.	.			
Iran, Islamic Republic	.	.			
Ireland	.	.			
Israel	.	.	.	.	.
Italy	.	.	.		
Japan	.	.			
Korea	.	.			
Kuwait	.	.			
Latvia (Latvian-speaking schools)	.	.			.
Lithuania		.	.	.	
Mexico	.	.			
Netherlands	.	.	.		
New Zealand	.	.	.		
Norway	.	.	.		.
Philippines		.			
Portugal	.	.			
Romania		.			
Russian Federation		.	.	.	.
Scotland	.	.			
Singapore	.	.			
Slovak Republic		.			
Slovenia	.	.	.	.	.
South Africa		.	.		
Spain		.			
Sweden		.	.	.	.
Switzerland		.	.	.	.
Thailand	.	.			
United States	.	.	.	.	.

Note 7: The Third International Mathematics and Science Study (TIMSS)

Continued

Four countries—Argentina, Indonesia, Mexico, and the Philippines—were unable to complete the steps necessary for data to appear in the international TIMSS reports, chose not to release their results in the international report, or had their results published in a separate appendix to the international reports. Achievement scores and sampling information for these four countries are not included in *The Condition of Education 2000*.

The achievement scores for Italy are included in *The Condition of Education 2000* only for *Population 3*. Italy was unable to complete the steps necessary for its data to appear in the TIMSS reports for *Populations 1* and *2*.

For all *Populations*, participating countries were required to meet sampling and other guidelines. These guidelines, and the extent to which countries met them for each of the *Populations*, are described in the following sections.

In some situations, where it was not possible to implement testing for the entire International Desired Population (*Population 1, 2, or 3*), countries defined a National Desired Popula-

tion, which excluded some portion of the International Desired Population. For example, Israel's and Latvia's populations covered less than 100 percent of the International Desired Population because they defined their population according to the structure of their school systems.

Countries were also permitted within their desired population to define a population that excluded a small percentage (less than 10 percent) of schools or students that would be difficult to test (e.g., small schools or schools located in a remote area). Only England exceeded the 10-percent level for *Populations 1* and *2*, excluding 12.1 and 11.3 percent of schools, respectively. Among countries that participated in the assessment of general knowledge for *Population 3*, Austria, Cyprus, Germany, the Netherlands, and the Russian Federation exceeded the 10-percent level.

TIMSS used a two-stage sample design. For *Populations 1* and *2*, the first stage involved selecting 150 public and private schools within each country. Random sampling methods were then used to select from each school one math-

Table 2 Countries covering less than 100 percent of the International Desired Population

Country	International Desired Population	
Population 1	Coverage	Note on Coverage
Israel	72%	Hebrew Public Education System only
Latvia	60%	Latvian-speaking schools only
Population 2	Coverage	Note on Coverage
Germany	88%	15 of 16 regions
Israel	74%	Hebrew Public Education System only
Latvia	51%	Latvian-speaking schools only
Lithuania	84%	Lithuanian-speaking schools only
Switzerland	86%	22 of 26 cantons
Population 3	Coverage	Note on Coverage
Israel	74%	Hebrew Public Education System only
Italy	70%	16 of 20 regions
Latvia	50%	Latvian-speaking schools only
Lithuania	84%	Lithuanian-speaking schools only

Note 7: The Third International Mathematics and Science Study (TIMSS)

Continued

ematics class for each grade level within a population (generally 3rd and 4th for *Population 1* and 7th and 8th for *Population 2*). For *Population 3*, the first stage involved selecting 120 public and private schools in each country, and, within each school, 40 students were selected using random procedures. In addition, for *Population 3*, students were classified according to their preparation in physics and mathematics. For those countries that chose to participate in the assessments of physics and advanced mathematics, an additional sample was drawn from these classifications of students

who had taken physics or advanced mathematics, respectively.

The required participation rates from the samples for all *Populations* were at least 85 percent of both schools and students or a combined rate of 75 percent for schools and students. Countries that did not reach a 50-percent participation rate without the inclusion of replacement schools, or failed to reach the required rate even with the inclusion of replacement schools, failed to meet the sampling standards for participation.

Table 3 Countries participating in TIMSS, by compliance with sampling guidelines for Population 1

Compliance with sampling guidelines	Countries
Countries satisfying guidelines for sample participation rates, grade selection, and sampling procedures	Canada Cyprus Czech Republic England ^{1,2} Greece Hong Kong Iceland Iran, Islamic Republic Ireland Japan Korea New Zealand Norway Portugal Scotland ² Singapore United States
Countries not satisfying guidelines for sample participation rates	Australia Austria Latvia (LSS) ³ Netherlands
Countries not meeting age/grade specifications	Slovenia
Countries with unapproved sampling procedures at the classroom level and/or not meeting other guidelines	Hungary Israel ³ Kuwait Thailand

¹ National defined population covers less than 90 percent of national desired population.

² Met guidelines for sample participation rates only after replacement schools were included.

³ National desired population does not cover all of the international desired population. Latvia is noted LSS for Latvian-speaking schools only.