

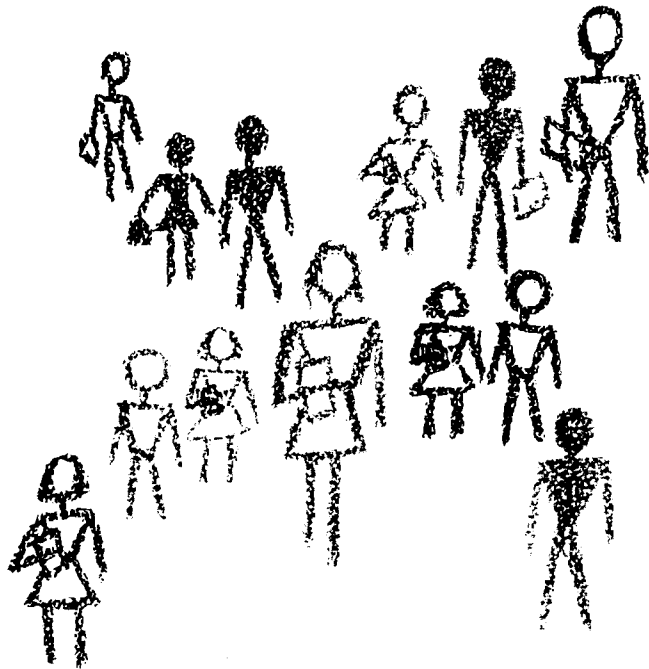


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School Enrollment- Social and Economic Characteristics of Students: October 1993



by Rosalind R. Bruno
and Andrea Adams

U.S. Department of Commerce
Economics and Statistics Administration
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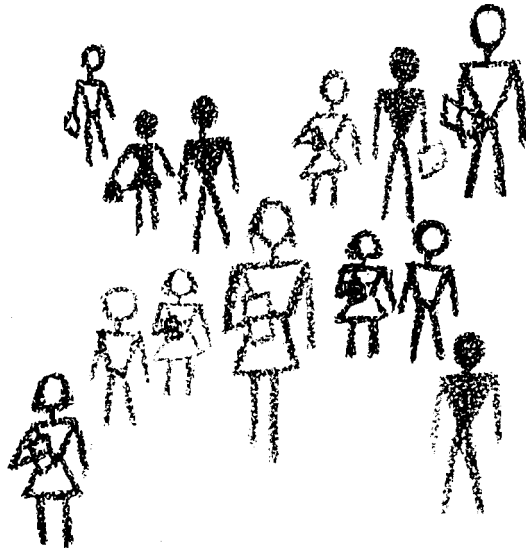
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by Rosalind R. Bruno
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School Enrollment - Social and Economic Characteristics of Students: October 1993

(NOTE: The estimates for 1993 in this report are inflated to national population controls by age, race, sex and Hispanic origin. The population controls are based on results of the 1980 census carried forward to 1993. The estimates in this report, therefore, may differ from estimates that would have been obtained using 1990 census results brought forward to the survey date. Population controls incorporating 1990 census results are used for survey estimation beginning in 1994.

All demographic surveys, including the CPS, suffer from undercoverage of the population. This undercoverage results from missed housing units and missed persons within sample households.

Compared to the level of the 1980 Decennial census, overall CPS undercoverage is about 7 percent. Undercoverage varies with age, sex, and race. For some groups such as 20 to 24 year old Black males, the undercoverage is as high as about 35 percent. The weighting procedures used by the Census Bureau partially correct for the bias due to undercoverage. However, its final impact on estimates is unknown. For details, see appendix C.)

INTRODUCTION

This report presents detailed tabulations of data on school enrollment of the civilian noninstitutional population in October 1993. It also includes summary time series of data collected since the beginning of the survey. The data are from the October school enrollment supplement to the Current Population Survey (CPS). Data on school enrollment have been collected annually in the CPS since 1946 and reported in this publication series. The data cover enrollment in "regular school", which includes nursery school, kindergarten, elementary school, high school, and college and professional school.

Data are shown by the following characteristics: age, sex, race, Hispanic origin, marital status, family status, family income, education of the householder, labor force status, metropolitan residence, region, and mother's labor force status and education (for preprimary enrollment). Also, the following enrollment characteristics are shown: level and grade of school, public/private school, full-time and part-time attendance status, and two-year/four-year college. Vocational school enrollment is shown separately.

HIGHLIGHTS

(Figures shown in parentheses define 90 percent confidence intervals. For details of calculation see "Appendix C, Source and Accuracy of the Estimates.")

- In October 1993, 65.4 (± 0.6) million persons were enrolled in regular school (nursery school through college), not significantly different from the number enrolled in 1992, but 6.1 (± 0.8) million more than were enrolled a decade earlier.
- About 7.2 (± 0.2) million children were enrolled in nursery school or kindergarten in 1993 (3.0 (± 0.1) million in nursery school and 4.2 (± 0.2) million in kindergarten), which was not statistically different from the 7.0 (± 0.2) million enrolled in the fall of 1992.
- Elementary school enrollment (grades 1-8) stood at 30.6 (± 0.2) million persons, up from 30.2 (± 0.2) million one year earlier.
- High school enrollment totalled 13.7 (± 0.1) million persons, up significantly from the 13.3 (± 0.1) million enrolled in the fall of 1992.
- The annual high school dropout rate (from grades 10-12) for 1993 was not different from 1992 — 4.2 (± 0.6) percent vs. 4.3 (± 0.6) percent.
- The "dropout pool" (persons not enrolled and not a high school graduate) of young adults 18 to 24 years old totalled 3.1 million (± 0.1) or 12.7 percent (± 0.6) of this age group. This was not different, either numerically or proportionately, from the 1992 figure.
- About 13.9 (± 0.3) million persons were enrolled in college in 1993, not significantly different from the 14.0 (± 0.3) million enrolled one year before. About 5.6 (± 0.2) million college students, or 40 percent, were 25 years and over.

SCHOOL ENROLLMENT IN 1993

The Nation's Students

In October 1993, 65.4 million persons were enrolled in regular schools throughout the United States. This total included 3.0 million persons in nursery school, 4.2 million in kindergarten, 30.6 million in elementary school, 13.7 million in high school, and 13.9 million in college (not different from the number enrolled in high school). The total of 65.4 million students was not significantly larger than the 64.6 million enrolled in 1992. It was a sizable increase over the 59.3 million regular school students reported in 1983 and the 60.2 million reported in 1973.

Table A. **School Enrollment by Level: 1993, 1983, and 1973**

[Numbers in thousands]

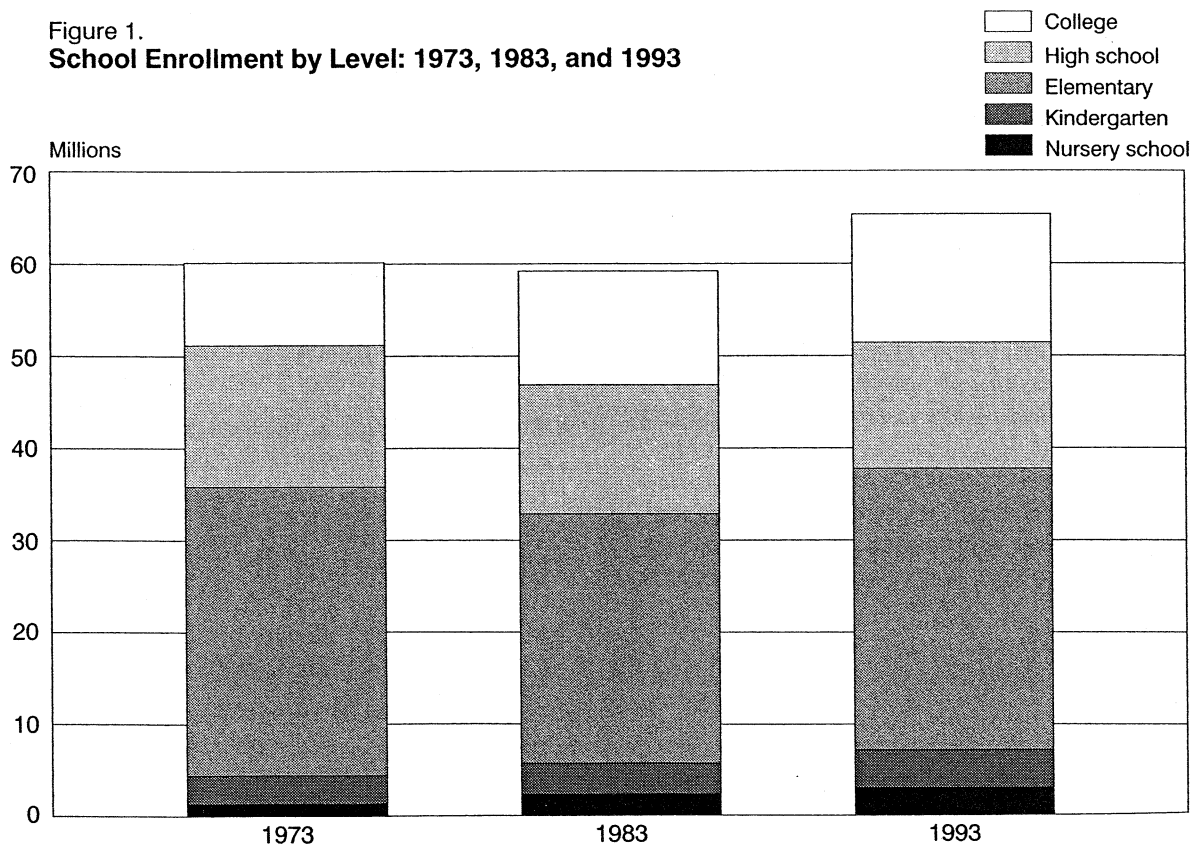
| Level | 1993 | 1983 | 1973 | Change 1973-1993 | |
|------------------|--------|--------|--------|------------------|---------|
| | | | | Number | Percent |
| All students.. | 65,363 | 59,239 | 60,179 | 5,184 | 8.6 |
| Nursery school.. | 3,018 | 2,350 | 1,324 | 1,694 | 127.9 |
| Kindergarten... | 4,180 | 3,361 | 3,074 | 1,106 | 36.0 |
| Elementary.... | 30,615 | 27,198 | 31,469 | (854) | -2.7 |
| High school.... | 13,653 | 14,010 | 15,347 | (1,694) | -11.0 |
| College..... | 13,898 | 12,320 | 8,966 | 4,932 | 55.0 |

Table A and figure 1 show the distribution of students at various levels of school in 1993, 1983 and 1973. While elementary and high school enrollment are largely affected by population trends, preprimary and college enrollment are affected by changes in enrollment rates as well as population trends. Nursery school enrollment more than doubled from 1973 to 1993, while the eligible age group rose by only one-sixth. College enrollment rose by half, in spite of declines in the traditional college age population throughout the 1980's and 1990's.

Preprimary Enrollment

About 55.1 percent (6,581,000) of children ages 3 to 5 years old were enrolled in preprimary school in the fall of 1993. Among children 3 and 4 years old, 40.4 percent were enrolled, most of them in nursery school (2.7 million of 3.3 million total enrollees). There was no measurable difference in enrollment levels for White 3- and 4-year-olds (40.8 percent) and Black 3 and 4-year-olds (39.8 percent), but the level for Hispanic children (who may be of any race) was significantly lower (26.8 percent). Given the availability of public kindergarten in all states, the vast majority of 5-year-olds were enrolled in school (91.8 percent), most in kindergarten (79.2 percent). There was no difference between the three race and ethnic groups in the proportion of 5-year-olds enrolled (table 3).

Figure 1.
School Enrollment by Level: 1973, 1983, and 1993



National Education Goal #1 states that "all children in America will start school ready to learn."¹ Aside from learning activities at home, the best preparation for school is experience in a successful nursery school or preschool program. Since nursery school is not part of the regular public school system, it is not available to all children. Many nursery schools are privately operated with tuition levels that are prohibitive for low income families. As one would expect, attendance is linked to income (table B). However, public programs such as Head Start, which is targeted at low income families and funded by the U.S. Department of Health and Human Services, and specific programs in some urban school systems, allow large numbers of lower income students to attend preschool or nursery school. About 23.9 percent of children 3 and 4 years old in families with less than \$20,000 income and 49.9 percent of those in families with incomes of \$40,000 or more attended nursery school. Three-fourths of the nursery school students in low income families but one in five of those in high income families attended public schools.

¹National Education Goals Panel, *The National Education Goals Report, 1992*, U.S. Government Printing Office, Washington, D.C.

Table B. Nursery School Enrollment of Children 3 and 4 Years Old by Type of School, Family Income, Race and Hispanic Origin: October 1993

[Numbers in thousands]

| Race, enrollment, and type of school | Total | Less than \$20,000 | \$20,000 to \$39,999 | \$40,000 and over |
|--------------------------------------|-------|--------------------|----------------------|-------------------|
| TOTAL | | | | |
| Total children | 8,097 | 2,815 | 2,436 | 2,404 |
| Enrolled in nursery school ... | 2,732 | 673 | 714 | 1,200 |
| Percent enrolled | 33.7 | 23.9 | 29.3 | 49.9 |
| Percent public | 39.8 | 76.5 | 38.7 | 20.3 |
| Percent private | 60.2 | 23.5 | 61.3 | 79.8 |
| WHITE | | | | |
| Total children | 6,326 | 1,774 | 2,118 | 2,110 |
| Enrolled in nursery school ... | 2,205 | 406 | 615 | 1,072 |
| Percent enrolled | 34.9 | 22.9 | 29.0 | 50.8 |
| Percent public | 33.4 | 72.4 | 33.5 | 19.1 |
| Percent private | 66.6 | 27.6 | 66.5 | 80.9 |
| BLACK | | | | |
| Total children | 1,320 | 880 | 216 | 140 |
| Enrolled in nursery school ... | 389 | 235 | 67 | 69 |
| Percent enrolled | 29.5 | 26.7 | 31.0 | 49.3 |
| Percent public | 74.6 | 84.7 | 74.6 | 39.1 |
| Percent private | 25.4 | 15.3 | 25.4 | 60.9 |
| HISPANIC ORIGIN¹ | | | | |
| Total children | 1,024 | 609 | 276 | 91 |
| Enrolled in nursery school ... | 169 | 91 | 47 | 23 |
| Percent enrolled | 16.5 | 14.9 | 17.0 | 25.3 |
| Percent public | 70.4 | 86.8 | 48.9 | 39.1 |
| Percent private | 29.6 | 13.2 | 51.1 | 60.9 |

¹May be of any race.

Table C. Nursery School Enrollment, by Full-day and Public School Attendance, Race, Hispanic Origin, and Education and Labor Force Status of Mother, for Children 3 and 4 Years Old: 1993, 1983, 1973, and 1968

[Numbers in thousands]

| Characteristic | 1993 | 1983 | 1973 | 1968 |
|--|-------|-------|-------|-------|
| All races | 8,097 | 6,986 | 7,000 | 7,803 |
| Enrolled in nursery school | 2,732 | 2,160 | 1,242 | 738 |
| Percent enrolled | 33.7 | 30.9 | 17.7 | 9.5 |
| Full-day | 964 | 636 | 365 | 205 |
| Percent full-day | 35.3 | 29.4 | 29.4 | 27.8 |
| Public school | 1,088 | 716 | 359 | NA |
| Percent public | 39.8 | 33.1 | 28.9 | NA |
| White | 6,326 | 5,668 | 5,880 | 6,523 |
| Enrolled in nursery school | 2,205 | 1,767 | 1,022 | 604 |
| Percent enrolled | 34.9 | 31.2 | 17.4 | 9.3 |
| Full-day | 675 | 431 | 236 | 129 |
| Percent full-day | 30.6 | 24.4 | 23.1 | 21.4 |
| Public school | 736 | 485 | 214 | NA |
| Percent public | 33.4 | 27.4 | 20.9 | NA |
| Black | 1,320 | 1,070 | 1,013 | 1,172 |
| Enrolled in nursery school | 389 | 309 | 192 | 115 |
| Percent enrolled | 29.5 | 28.9 | 19.0 | 9.8 |
| Full-day | 234 | 176 | 117 | 68 |
| Percent full-day | 60.2 | 57.0 | 60.9 | 59.1 |
| Public school | 290 | 208 | 145 | NA |
| Percent public | 74.6 | 67.3 | 75.5 | NA |
| Hispanic origin ¹ | 1,024 | 642 | NA | NA |
| Enrolled in nursery school | 169 | 93 | NA | NA |
| Percent enrolled | 16.5 | 14.5 | NA | NA |
| Full-day | 54 | 36 | NA | NA |
| Percent full-day | 32.0 | 38.7 | NA | NA |
| Public school | 119 | 47 | NA | NA |
| Percent public | 70.4 | 50.5 | NA | NA |
| BY LABOR FORCE STATUS OF MOTHER | | | | |
| Mother in labor force | 4,374 | 3,514 | 2,527 | 2,413 |
| Enrolled in nursery school | 1,620 | 1,216 | 520 | 282 |
| Percent enrolled | 37.0 | 34.6 | 20.6 | 11.7 |
| Full-day | 705 | 496 | 286 | 142 |
| Percent full-day | 43.5 | 40.8 | 55.0 | 50.4 |
| Mother not in labor force | 3,138 | 3,278 | 4,337 | 5,288 |
| Enrolled in nursery school | 949 | 899 | 705 | 451 |
| Percent enrolled | 30.2 | 27.4 | 16.3 | 8.5 |
| Full-day | 193 | 124 | 64 | 61 |
| Percent full-day | 20.3 | 13.8 | 9.1 | 13.5 |
| BY EDUCATION OF MOTHER | | | | |
| All children with mother | 7,512 | 6,792 | 6,864 | 7,701 |
| Not high school graduate | 1,258 | 1,612 | 1,911 | 2,710 |
| High school graduate | 2,657 | 3,047 | 3,213 | 3,527 |
| Some college | 2,138 | 1,157 | 1,036 | 884 |
| Bachelor's or higher | 1,459 | 975 | 705 | 582 |
| Enrolled in nursery school | 2,569 | 2,115 | 1,225 | 733 |
| Not high school graduate | 212 | 247 | 165 | 114 |
| High school graduate | 779 | 842 | 463 | 301 |
| Some college | 837 | 493 | 294 | 153 |
| Bachelor's or higher | 741 | 532 | 304 | 164 |
| Percent enrolled | 34.2 | 31.1 | 17.8 | 9.5 |
| Not high school graduate | 16.9 | 15.3 | 8.6 | 4.2 |
| High school graduate | 29.3 | 27.6 | 14.4 | 8.5 |
| Some college | 39.1 | 42.6 | 28.4 | 17.3 |
| Bachelor's or higher | 50.8 | 54.6 | 43.1 | 28.2 |
| Percent of enrolled | 100.0 | 100.0 | 100.0 | 100.0 |
| Not high school graduate | 8.3 | 11.7 | 13.5 | 15.6 |
| High school graduate | 30.3 | 39.8 | 37.8 | 41.1 |
| Some college | 32.6 | 23.3 | 24.0 | 20.9 |
| Bachelor's or higher | 28.8 | 25.2 | 24.8 | 22.4 |

¹May be of any race

Table C shows that Black 3- and-4-year-olds were only slightly less likely to be enrolled in nursery school than were White children (29.5 percent vs. 34.9 percent). Black children were more likely than White children to be in public programs (74.6 percent compared with 33.4 percent). About 16.5 percent of Hispanic origin 3- and 4-year-olds were enrolled in nursery school, 70.4 percent of them in public schools (not different from Black nursery school students).

For White children, enrollment was primarily part day and private. For Black children it was primarily full day and public. Half of the increase in nursery school enrollment from 1973 to 1993 was in the public sector. Over time, the proportions in public schools increased for Whites from 20.9 to 33.4 percent (table C), but it remained at about 75 percent for Black students. The proportion attending full day also increased for Whites, from 23.1 percent to 30.6 percent, while the proportion remained at about 60 percent full day for Black children.

The proportion of 3- and-4-year-olds who attended nursery school in 1993 was over three times the proportion recorded 25 years before, when the data were first available (33.7 percent vs 9.5 percent). This change can be related to changes within the family —changes in education levels and labor force participation of mothers. It is clear that the probability of a child attending nursery school is directly related to the mother's

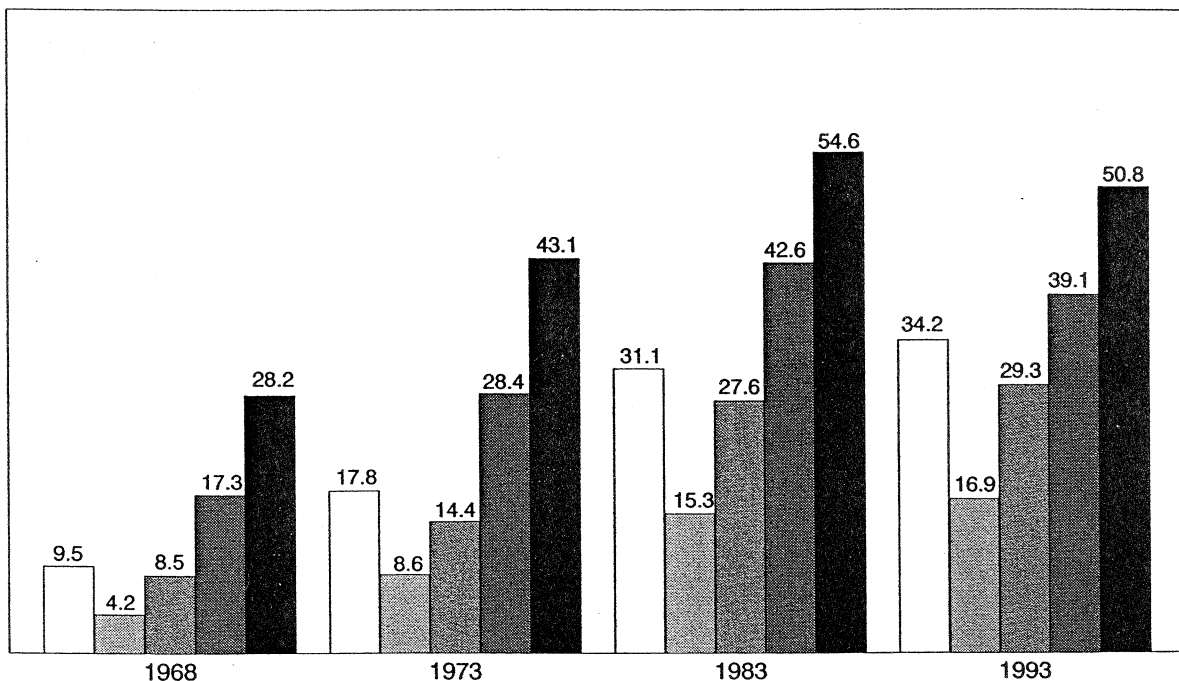
education. Children of mothers who were college graduates were substantially more likely than others to attend school in each year shown in figure 2. The proportions were 28.2 percent in 1968 and 50.8 percent in 1993. Only 4.2 percent of children whose mothers were not high school graduates attended nursery school in 1968, compared with 16.9 percent in 1993.

Over time, the education of mothers has increased, as has nursery school attendance. There was a substantial increase in the proportion of children with mothers who had bachelor's degrees, from 7.6 percent in 1968 to 19.4 percent in 1993, and a decrease in the proportion whose mothers were high school dropouts (from 35.2 to 16.7 percent). The increase in educational attainment of mothers can further be associated with the increased labor force participation rate of mothers and increased nursery school enrollment of their children.

As the education levels of mothers increased so did their labor force participation rates. The proportion of all 3-and-4-year-olds whose mothers were in the labor force rose from 31.3 percent to 58.2 percent from 1968 to 1993. Children whose mothers were in the labor force were somewhat more likely to attend nursery school than those whose mothers were not in the labor force. About 37.0 percent of those whose mothers were in the labor force and 30.2 percent of those whose mothers were not in the labor force attended nursery school.

Figure 2.
**3- and 4-Year Olds in Nursery School by
 Mother's Education: 1968 to 1993**
 (Children living with mother. Percent enrolled in nursery school.)

- All mothers
- ▒ Not high school graduate
- ▓ High school graduate
- Some college
- Bachelor's or higher



A larger difference between children whose mothers were in the labor force and those whose mothers were not in the labor force may be found in the proportions attending school full day. The majority of nursery school students attended part day, 64.7 percent in 1993. However, since full-day nursery school can also serve as child care, children of mothers in the labor force were much more likely than others to attend full day (43.5 percent vs 20.3 percent of all children enrolled).

Elementary and Secondary School Enrollment

Five very basic questions about elementary and high school enrollments and their changes can be answered with the CPS data: (1) What are the general elementary and high school enrollment levels? (2) How many students attend public and private schools? (3) What is the racial and ethnic distribution of public and private school students? (4) Are children falling behind in school? (5) What is the national high school dropout rate?

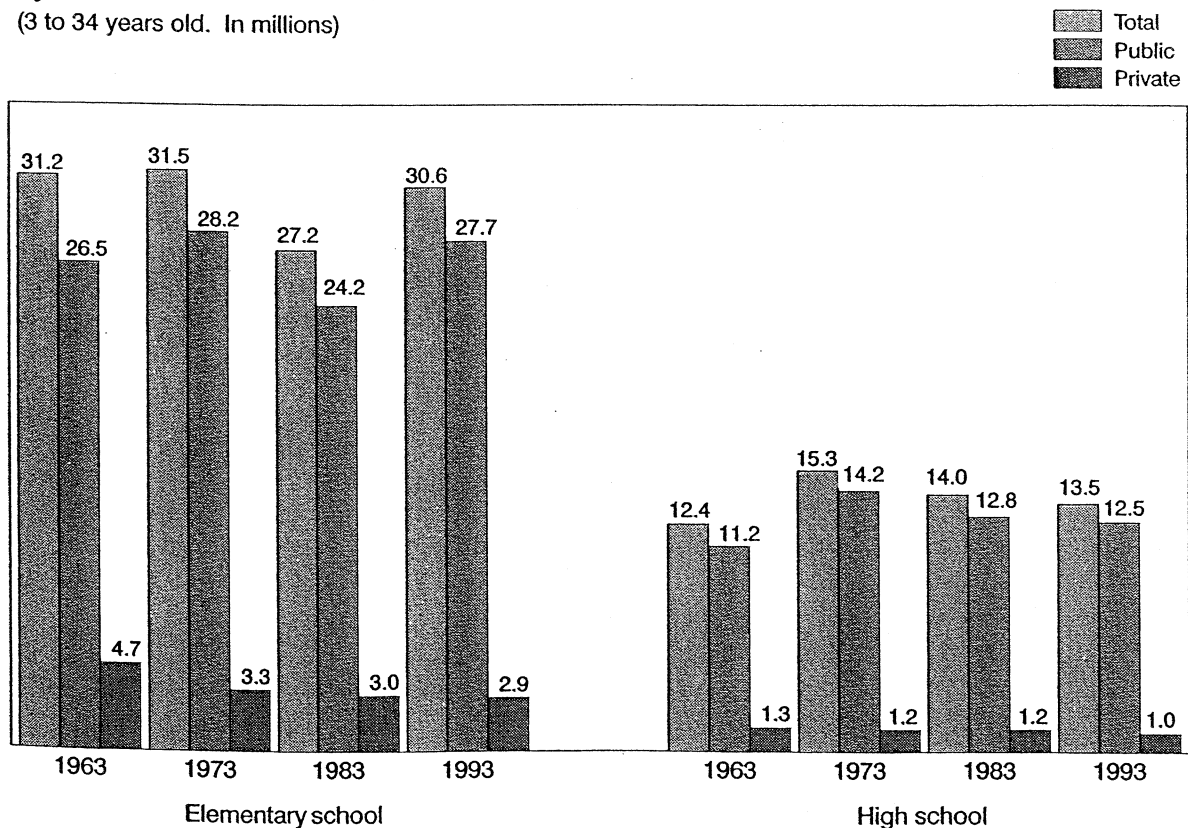
Current and Future Enrollment Levels. There were 30.6 million persons enrolled in elementary school (grades 1 through 8) in the fall of 1993, up from 30.2 million in 1992. About 13.7 million persons were enrolled at the high school level (grades 9 through 12) in 1993, an increase from the 13.3 million enrolled in 1992.

Total enrollment in grades 1 to 12 was only slightly different in 1993 from enrollment thirty years before (Figure 3). In 1993 there were 44.1 million students (3 to 34 years old), compared with 43.7 in 1963. In the intervening period total enrollments had been both higher and lower. In 1973 as many as 46.8 million students were enrolled, whereas in 1983 the figure was only 41.2 million. Table A-1 shows single year estimates at all levels. Since changes in elementary and high school enrollment are primarily a result of changes in births in earlier years, the fluctuations in total enrollment mask more significant changes at each level, as larger and smaller cohorts progress through the 12 years of schooling.

Given the near-universal nature of schooling for young persons, the number of persons enrolled in elementary school closely parallels the size of the population 6 to 13 years of age. During the 1970's and early 1980's, elementary school enrollments fell, reflecting the general decrease in the size of the 6- to 13-year-old population. As figure 3 shows, elementary school enrollment was lower in 1993 than in 1963 and 1973. High school enrollment was higher in 1993 than in 1963 but lower than the 1973 and 1983 levels. During the late 1970's and 1980s, the number of persons in high school fell as the size of the population ages 14 to 17 declined.

The gradual entrance and exit of the "baby boom" cohort (born between 1946 and 1964) from the school age population had the greatest effect on enrollment

Figure 3.
**Elementary and High School Enrollment
by Public and Private Control: 1963 to 1993**
(3 to 34 years old. In millions)



numbers. The earliest of the group entered elementary school in about 1952. The full effect of the baby boom's entry into school did not reach intermediate grades and high school until several years later. The baby boom began entering high school around 1960. As the baby boom cohort moved through the system, they were followed by cohorts from lower birth years, sometimes referred to as the "baby bust." By the mid 1980's those born in higher birth years of the "echo boom" entered school.² Elementary enrollment peaked in the period 1968 to 1970, then declined to a low in 1983 to 1985, as the 6-to-13-year-old population declined. After that, enrollment began to grow. High school experienced peaks and valleys a few years later than elementary school. It peaked in 1975-1977 and reached a trough in 1989-1990. As of 1993, both levels were increasing slowly.

This trend is expected to continue for both groups in the near-term. The current projection of the population for children ages 6 to 13 for the year 2000 is 32.5 million. If existing enrollment rates for this age group continue, there will be over 2 million more elementary students in 2000 than in 1993. Projections of 14-to-17-year-olds indicate that high school enrollments will continue to rise throughout this decade, if enrollment rates remain the same.³

Public and Private School Enrollment. In 1993, 9.5 percent of elementary students and 7.3 percent of high school students were enrolled in private schools. Thirty years before, 15.2 percent of elementary students and 10.1 percent of high school students attended private schools. In the 30 year period, public and private enrollments followed different paths. While total enrollment grew by only 1.0 percent, private school enrollment dropped 35.1 percent and public school enrollment grew 6.7 percent. While total enrollment reflected total population trends, private school enrollment trends have been generally downward. Private school enrollment began to decline in the mid 1960's. One of the largest factors in the decline in private school enrollments was the decline in Catholic school attendance. In the mid 1960's about 7 of 8 private school students were in Catholic schools. In 1993 Catholic schools accounted for about 57.3 percent of all private school enrollment.⁴

Racial and Ethnic Composition of Student Population. As figure 4 shows, in 1993 slightly more than two-thirds of elementary and high school enrollment

was composed of White nonHispanic students⁵ compared with slightly more than three-fourths twenty years earlier. Figure 4 and table D show that from 1973 to 1993 Black students rose from 13.9 to 15.8 percent of all elementary and high school enrollment. Similarly, Hispanic students rose from 5.8 to 11.9 percent and students of other races from 1.4 to 4.8 percent of all elementary and high school students.

Total minority enrollment (persons other than White nonHispanic) rose from 21.2 to 32.4 percent of all students. Table D shows that minority enrollment in public schools rose from 22.2 percent to 33.5 percent and in private schools from 11.8 percent to 21.4 percent. Minority enrollment increased more in private schools than public schools.

Over the years 1963 to 1993, the proportion of White students (including Hispanic origin) enrolled in private schools dropped significantly from 15.2 to 9.6 percent. For Black students there was a slight increase in the same period, from 4.2 percent (for Black and other races in 1963) to 5.4 percent in 1993.

Modal Grade. A new time series table has been added to appendix A, table A-3, which shows for the school age population (6 to 17 years) the proportion of persons enrolled below the modal grade for their age, in four age groups. There will always be some children enrolled below modal grade because children do not all start school at the same age. State laws differ on minimum enrollment age and some parents choose to start their children later. State laws have also been changing in recent years to move the cut off date forward in many States.⁶ This is seen in the youngest age group where about 18.7 percent of children were enrolled below the modal grade at the survey date.

The points of interest are: What proportion of students are retained in grade at some point in their elementary and high school career? Is grade retention more likely to occur at specific stages of an academic career? Has the proportion retained changed? What proportion begin school below modal grade? How do population groups differ?

In 1993, 32.0 percent of 15-to-17-year-olds were enrolled below the modal grade for their age and 18.7 percent of 6-to-8-year-olds were below mode for their age. The birth cohort aged 15 to 17 years in 1993 was 6 to 8 years old in 1984 and was 16.6 percent below model grade in 1984. Therefore, 15.4 percent were retained in grade between 1984 and 1993. Most retentions appeared to have occurred early in elementary

²The "echo boom" is defined by the large increase in births beginning around 1977, which was due primarily to the entrance of "baby boom" women (born 1946-1964) into their prime childbearing years)

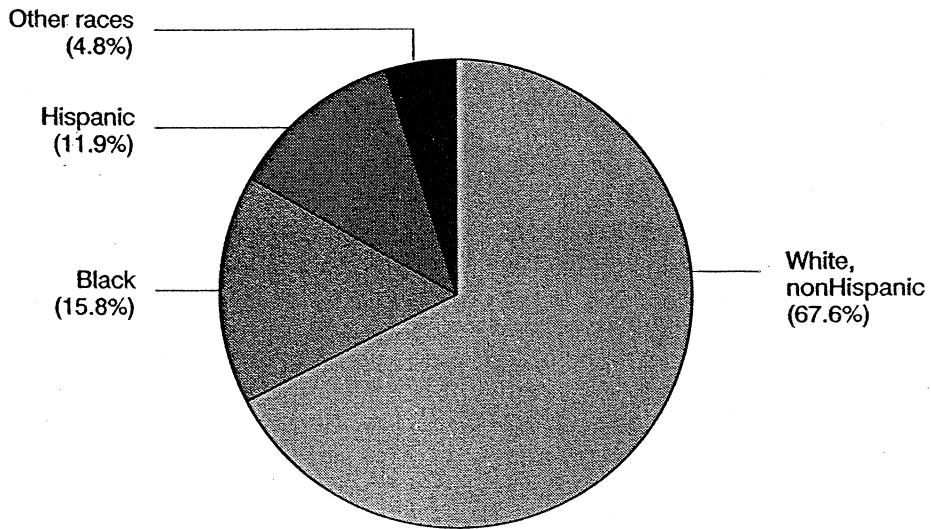
³Current Population Report, Series P25-1104, *Population Projections of the United States by Age, Sex, Race, Hispanic Origin: 1993 to 2050*. Middle series are used for all projections in this report.

⁴National Catholic Educational Association.

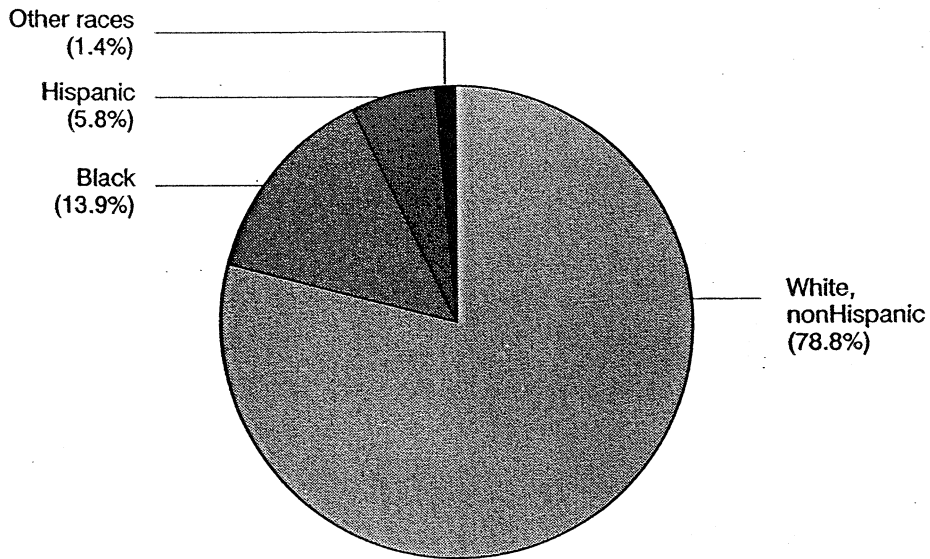
⁵NOTE: White non-Hispanic was estimated by subtracting the Hispanic origin population from the White population. In this survey over 95 percent of persons of Hispanic origin are also classified as White race.

⁶According to the Education Commission of the States, in 1979 only 9 States had a birth month cutoff for entry before October 1, by 1992, 19 States had a cutoff prior to October 1.

Figure 4.
Elementary and High School Enrollment, Racial and Ethnic
Distribution: 1993 and 1973



1993



1973

schools, the largest increase occurred by ages 9 to 11 years, when 26.7 percent were enrolled below modal grade. The earliest cohort that could be traced, 6 to 8 years old in 1971 and 15 to 17 years old in 1980 showed 11.1 percent below modal grade at the youngest age, in 1971, and 22.5 percent below modal grade in 1980. Over the years shown in table A-3, from 1971 to 1993, the proportion below modal grade has increased for each age group.

How do groups differ? Boys have been starting school a little later than girls. More male children were below mode at age 6 to 8 years than females, 21.1 percent vs. 16.1 percent in 1993. Males have a significantly higher rate of retention in intervening years. By age 15 to 17 in 1993, 38.7 percent of males and 24.9 percent of females were below modal grade. White, Black, and Hispanic students were not significantly different in the proportion of the youngest cohort below mode in 1993. Of 15- to- 17- year-olds in 1993, however, 29.7 percent of Whites, 43.3 percent of Blacks, and 38.3 percent of those of Hispanic origin were enrolled below the mode. (The latter two were not significantly different.) The largest difference between age groups was between 6-to-8-year-olds and 9-to-11-year-olds, indicating that grade retention is most likely to occur in early years of school.

High School Dropouts. The annual high school dropout rate has declined overtime. During the one year period from October 1992 to October 1993, about 382,000, or 4.2 percent, of all students in the 10th, 11th, or 12th grade dropped out of high school.⁷ While this overall national annual dropout rate is considerably lower than the level of 5.2 percent just ten years earlier (see table A-4), in recent years there have not been significant changes.

There is some variation among subpopulations. The data in table E show that the high school dropout rates of Whites (4.1 percent), Blacks (5.4 percent) and persons of Hispanic origin (6.4 percent) were not statistically different from each other. The rates for men and women, at 4.4 and 4.1 percent, respectively, also were not statistically different from each other. Across family income groups there were differences in the dropout rate, however. While 7.5 percent of high school students from families with incomes below \$20,000 dropped out of high school in the past year, just 1.5 percent of those from families with incomes of \$40,000 or more left

⁷The annual high school dropout rate was first presented in Current Population Reports, Series P20-413, *School Enrollment—Social and Economic Characteristics of Students: October 1983*. Details of its calculation are presented in that report, as well as in Appendix B, Definitions and Explanations, of this report.

Table D. Elementary and High School Enrollment by Type of School and Ethnicity: 1993, 1983, and 1973

[Numbers in thousands. Persons 3 to 34 years old]

| Year, race and ethnic group | Elementary and high school | | | Percent private | Percent of total enrolled | | |
|-----------------------------|----------------------------|--------|---------|-----------------|---------------------------|--------|---------|
| | Total | Public | Private | | Total | Public | Private |
| 1993 | | | | | | | |
| All groups | 44,125 | 40,230 | 3,893 | 8.8 | 100.0 | 100.0 | 100.0 |
| White, nonHispanic | 29,809 | 26,748 | 3,060 | 10.3 | 67.6 | 66.5 | 78.6 |
| Black | 6,953 | 6,575 | 378 | 5.4 | 15.8 | 16.3 | 9.7 |
| Hispanic | 5,241 | 4,946 | 295 | 5.6 | 11.9 | 12.3 | 7.6 |
| Other races | 2,122 | 1,961 | 160 | 7.5 | 4.8 | 4.9 | 4.1 |
| 1983 | | | | | | | |
| All groups | 41,208 | 36,995 | 4,212 | 10.2 | 100.0 | 100.0 | 100.0 |
| White, nonHispanic | 29,827 | 26,329 | 3,498 | 11.7 | 72.4 | 71.2 | 83.0 |
| Black | 6,296 | 6,021 | 275 | 4.4 | 15.3 | 16.3 | 6.5 |
| Hispanic | 3,652 | 3,350 | 302 | 8.3 | 8.9 | 9.1 | 7.2 |
| Other races | 1,433 | 1,295 | 137 | 9.6 | 3.5 | 3.5 | 3.3 |
| 1973 | | | | | | | |
| All groups | 46,816 | 42,363 | 4,452 | 9.5 | 100.0 | 100.0 | 100.0 |
| White, nonHispanic | 36,904 | 32,984 | 3,926 | 10.6 | 78.8 | 77.9 | 88.2 |
| Black | 6,517 | 6,265 | 252 | 3.9 | 13.9 | 14.8 | 5.7 |
| Hispanic | 2,718 | 2,489 | 223 | 8.2 | 5.8 | 5.9 | 5.0 |
| Other races | 677 | 625 | 51 | 7.5 | 1.4 | 1.5 | 1.1 |
| 1963 | | | | | | | |
| All races | 43,683 | 37,688 | 5,993 | 13.7 | 100.0 | 100.0 | 100.0 |
| White | 37,703 | 31,963 | 5,739 | 15.2 | 86.3 | 84.8 | 95.8 |
| Black and other races | 5,980 | 5,725 | 254 | 4.2 | 13.7 | 15.2 | 4.2 |

Note: White, nonHispanic was derived by subtracting Hispanic population from White. See text.

school before graduation. In addition, there were differences by grade —2.6 percent of 10th grade students dropped out compared with 7.5 percent of 12th graders.

An alternative measure of high school dropouts is the proportion of persons who are no longer enrolled and have not completed high school. This “dropout pool” is, to some extent, a summary of the year-to-year dropout rates (and re-enrollment) over the life of a cohort. Data from table A-5 show that among persons 18 to 24 years old, 3.1 million (12.7 percent) were high school dropouts in 1993; this is a significant decrease from the level ten years earlier when it was 4.4 million or 15.4 percent. Men and women were not different in their proportions of dropouts in 1993 (13.2 vs. 12.2 percent). A somewhat higher proportion of Blacks than Whites were dropouts (16.4 vs. 12.2 percent). The level for Hispanics was substantially higher than both at 32.7 percent. Data from table 2 show that the dropout proportion was considerably lower among young persons in suburbs of metropolitan areas (11.0) than among those in central cities (14.9) or nonmetropolitan areas (13.1), which were not significantly different from each other.

Table E. Annual High School Dropout Rates: October 1993

| Characteristic | Percent |
|------------------------------------|---------|
| Total..... | 4.2 |
| Male..... | 4.4 |
| Female..... | 4.1 |
| White..... | 4.1 |
| Black..... | 5.4 |
| Hispanic origin ¹ | 6.4 |
| Family income | |
| Less than \$20,000..... | 7.5 |
| \$20,000 and \$39,999..... | 3.5 |
| \$40,000 and over..... | 1.5 |
| 10th grade..... | 2.6 |
| 11th grade..... | 3.1 |
| 12th grade..... | 7.5 |

¹May be of any race.

High School Graduation and Access to College

One of the goals of the education community is equitable access to higher education for all persons. The first step in meeting this goal is equity in high school graduation rates. Tables F and A-5 show the proportions of young adults who have completed high school and the proportions of those high school graduates who go on to college. In the 20 years these data have been available for all groups, both the proportion of 18-to-24-year-olds who were high school graduates and the proportion of those graduates enrolled in college has increased. In 1993, 82.0 percent of all 18- to-24-year-olds were high school graduates and 41.4 percent of

those graduates were enrolled in college. In 1973, the comparable figures were 80.7 percent and 29.7 percent respectively.

The increase in high school graduation over the past 2 decades was substantial for the Black population, increasing from 66.8 percent in 1973 to 74.8 percent in 1993, but there was no change for Whites (83.4 percent in 1993). The gap between the two groups was cut significantly, to 8.6 percentage points. For Hispanics there was not a statistically significant improvement. Their high school completion rate remained far below the other groups at 60.7 percent. Correspondingly, the proportion of persons in the age group who were high school dropouts improved for all 3 groups: from 26.5 to 16.4 percent for Blacks, 14.2 to 12.2 percent for Whites, and 38.9 to 32.7 percent for Hispanics. Although differences between the 3 groups remained, the gap between Blacks and Whites had narrowed. These data are shown in table A-5 for each year, but year to year comparisons do not yield statistically significant differences for small groups. While the sample size is not large enough to detect small changes in the data, longer term trends, such as those shown in table F, are more reliable.

In 1993 men and women were not different in the proportion of high school graduates who were enrolled in college (41.9 vs. 41.0 percent respectively). Twenty years earlier enrollment rates were higher for men (34.6 vs. 25.3 percent). The college enrollment rate rose more for women than for men.

In the twenty year period, college enrollment rates increased for both genders and both race groups. However, while the difference in enrollment rates between women and men disappeared, the difference between races remained and Blacks did not improve their position relative to Whites (table F). In 1993 there was a 9.0 percentage point difference between race groups, with 41.8 percent of White high school graduates and 32.8 percent of Black high school graduates enrolled in college.

For Black males the proportion who were high school graduates rose substantially, from 66.4 to 72.8 percent from 1973 to 1993, but there has not been a significant change in the proportion of high school graduates attending college. The potential college pool has increased because high school graduates are a larger proportion of the age group. The college enrollment rate of those graduates has not improved significantly. The apparent change from 27.9 to 31.4 percent is not statistically significant. For Black females, as for White females, both high school completion and college enrollment rose significantly. The college enrollment rate of females had been significantly below that for males in both groups, but in 1993 there was no difference between men and women of either group.

For the Hispanic origin population there has not been much change. The apparent small increases in both

Table F. Persons 18 to 24 Years Old by High School Graduate Status, College Enrollment, Gender, Race, and Hispanic Origin: 1993, 1983, and 1973

[Numbers in thousands]

| Race and year | All persons | | | | Male | | | | Female | | | |
|------------------------------------|-------------|-----------------------|-----------------------------|-----------|-------------|-----------------------|-----------------------------|-----------|-------------|-----------------------|-----------------------------|-----------|
| | All persons | High school graduates | | Drop-outs | All persons | High school graduates | | Drop-outs | All persons | High school graduates | | Drop-outs |
| | | Percent | Percent enrolled in college | | | Percent | Percent enrolled in college | | | Percent | Percent enrolled in college | |
| All Races | | | | | | | | | | | | |
| 1993 | 24,100 | 82.0 | 41.4 | 12.7 | 11,898 | 80.2 | 41.9 | 13.2 | 12,202 | 83.9 | 41.0 | 12.2 |
| 1983 | 28,580 | 80.4 | 32.5 | 15.4 | 14,003 | 77.9 | 35.0 | 17.0 | 14,577 | 82.9 | 30.3 | 13.9 |
| 1973 | 25,237 | 80.7 | 29.7 | 15.7 | 12,111 | 80.2 | 34.6 | 15.3 | 13,126 | 81.2 | 25.3 | 16.1 |
| White | | | | | | | | | | | | |
| 1993 | 19,430 | 83.4 | 41.8 | 12.2 | 9,641 | 81.5 | 42.2 | 12.9 | 9,790 | 85.2 | 41.4 | 11.5 |
| 1983 | 23,899 | 82.2 | 32.9 | 14.3 | 11,787 | 79.8 | 35.4 | 15.8 | 12,112 | 84.5 | 30.6 | 12.9 |
| 1973 | 21,766 | 82.8 | 30.2 | 14.2 | 10,511 | 82.2 | 35.1 | 13.8 | 11,255 | 83.4 | 25.6 | 14.5 |
| Black | | | | | | | | | | | | |
| 1993 | 3,516 | 74.8 | 32.8 | 16.4 | 1,659 | 72.8 | 31.4 | 15.6 | 1,857 | 76.7 | 34.0 | 17.2 |
| 1983 | 3,865 | 70.9 | 27.0 | 21.5 | 1,807 | 66.5 | 27.5 | 24.1 | 2,058 | 74.8 | 26.7 | 19.3 |
| 1973 | 3,114 | 66.8 | 24.0 | 26.5 | 1,434 | 66.4 | 27.9 | 25.9 | 1,681 | 66.9 | 20.5 | 27.1 |
| Hispanic origin¹ | | | | | | | | | | | | |
| 1993 | 2,772 | 60.7 | 35.8 | 32.7 | 1,354 | 58.1 | 33.8 | 34.7 | 1,418 | 63.1 | 37.5 | 31.0 |
| 1983 | 2,025 | 54.8 | 31.4 | 37.5 | 968 | 49.2 | 31.9 | 40.9 | 1,057 | 60.0 | 31.2 | 34.3 |
| 1973 | 1,285 | 55.2 | 29.1 | 38.9 | 625 | 55.7 | 30.2 | 36.5 | 658 | 55.0 | 28.2 | 41.3 |

¹May be of any race.

rates during the twenty year period are not statistically significant, given the small sample size for Hispanics in this survey.

College Enrollment

In October 1993, 13,898,000 persons were enrolled in colleges across the nation; this was statistically unchanged from the 14,035,000 persons who were enrolled in the fall of 1992. While the "traditional" college age population (persons 18 to 24 years old) declined by 4.5 million persons in the past ten years, the number of college students rose by 1.6 million, largely reflecting the increase in college enrollment among persons ages 25 and older, as well as higher enrollment rates of the traditional college age population.

Table G details some of the basic characteristics of college students in 1993, and illustrates the diverse nature of the college population. As can be seen in the age detail, 4 in 10 of all college students were age 25 or older. In 1973, students 35 years old and over were just 8.8 percent of all college students; by 1983 this had risen to 12.1 percent; and in 1993 it stood at 17.9 percent (table A-6).

Women accounted for 54.5 percent of all college students in 1993, continuing the majority position they have occupied since 1979. Just twenty years earlier,

women constituted only 43.7 percent of all college students. The age and gender data illustrate the fact that much of the older student enrollment is enrollment by women. In 1993, among students 25 and over, 6 of 10 were women. Among all college students, women were more likely than men to be enrolled in a two-year college and more likely to be in a public college or university.

The majority of students (64.9 percent) were enrolled full-time, and 78.5 percent were enrolled in a public college or university. Of the 11.5 million students enrolled at the undergraduate level, 63.5 percent were enrolled in four-year institutions. Among undergraduates 63.6 percent of Whites and 61.1 percent of Blacks (not significantly different from each other) were in four-year colleges or universities compared with 50.3 percent of Hispanics. Finally, 59.7 percent of all college students were employed either full or part time, 43.9 percent of students under 20 years old (mostly part-time) and 69.9 percent of the oldest students, 35 years and over (mostly full-time).

For many persons, college enrollment must be negotiated not only with respect to financial cost, but among many life-cycle factors as well, such as marriage, building a family and establishing a career. Table H shows the proportion of students, by age, attending full-time at two-year and four-year institutions. In general, a much

Table G. Characteristics of the College Population: October 1993

[Numbers in thousands]

| Characteristics | Total population | Enrolled in college | Type of college | | | Percent enrolled full-time | Percent public school | Percent employed | | |
|------------------------------------|------------------|---------------------|-----------------|----------------|-----------------|----------------------------|-----------------------|------------------|-----------|-----------|
| | | | 2-year college | 4-year college | Graduate school | | | Total | Full-time | Part-time |
| Total | 201,242 | 13,898 | 4,196 | 7,311 | 2,391 | 64.9 | 78.5 | 59.7 | 30.8 | 28.9 |
| Male | 96,581 | 6,324 | 1,748 | 3,446 | 1,130 | 69.4 | 77.3 | 59.7 | 31.1 | 28.6 |
| Female | 104,660 | 7,574 | 2,448 | 3,865 | 1,261 | 61.1 | 79.5 | 59.7 | 30.6 | 29.1 |
| White | 169,940 | 11,434 | 3,431 | 5,990 | 2,013 | 63.6 | 78.7 | 62.4 | 31.5 | 30.9 |
| Black | 23,570 | 1,545 | 530 | 833 | 182 | 65.7 | 75.8 | 49.2 | 33.2 | 16.0 |
| Hispanic origin ¹ | 16,740 | 995 | 446 | 451 | 98 | 61.0 | 84.8 | 60.5 | 30.7 | 29.8 |
| 15 to 19 years old | 20,431 | 3,049 | 1,077 | 1,968 | 3 | 89.7 | 80.1 | 43.9 | 7.1 | 36.8 |
| 20 and 21 years old | 6,575 | 2,734 | 696 | 2,025 | 13 | 87.4 | 79.2 | 49.1 | 9.3 | 39.8 |
| 22 to 24 years old | 10,931 | 2,533 | 614 | 1,406 | 514 | 70.5 | 80.7 | 63.3 | 27.1 | 36.2 |
| 25 to 34 years old | 41,099 | 3,094 | 965 | 1,123 | 1,006 | 45.1 | 77.1 | 70.1 | 50.7 | 19.4 |
| 35 years and older | 122,206 | 2,488 | 844 | 789 | 856 | 28.6 | 75.3 | 69.9 | 58.4 | 11.5 |

¹May be of any race.

Table H. Full-time Enrollment by Age and Type of College: October 1993

[Numbers in thousands]

| Age | All colleges | | 2-year college | | 4-year college | | Graduate school | |
|-----------------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|-----------------|-------------------|
| | Total students | Percent full-time | Total students | Percent full-time | Total students | Percent full-time | Total students | Percent full-time |
| Total | 13,898 | 64.9 | 4,196 | 54.2 | 7,311 | 78.2 | 2,391 | 42.9 |
| 15 to 24 years old | 8,316 | 83.1 | 2,387 | 69.5 | 5,399 | 90.4 | 530 | 70.2 |
| 25 to 34 years old | 3,094 | 45.1 | 965 | 37.3 | 1,123 | 50.4 | 1,005 | 46.7 |
| 35 years old and over | 2,488 | 28.6 | 844 | 30.3 | 789 | 34.3 | 856 | 21.5 |

larger proportion of students at four-year colleges attend full-time, but there is also a strong relationship between age and full-time attendance. While 90.4 percent of traditional age college students enrolled in four-year colleges attended full-time, only 30.3 percent of students 35 years and over in two-year colleges attended full time.

DATA FILES AVAILABLE

The time series tabulations of enrollment shown in Tables A- 1 through A-7 in appendix A are now available on two floppy diskettes. The tables are available as

either seven ASCII print files, or seven LOTUS 1-2-3 © files (version 2.1). Users wishing to purchase files should specify which data format they prefer (ASCII or LOTUS), include a check for \$25 (make checks payable to "Commerce-Census") and send to:

Education and Social Stratification Branch
Population Division
U.S. Bureau of the Census
Washington, D.C. 20233