

ENROLLMENT/ATTENDANCE

EA 1.1 PRESCHOOL ENROLLMENT OF 3-4 YEAR-OLDS

Preschool enrollment is one measure of readiness to learn that may especially help prepare children from disadvantaged backgrounds for elementary school. One educational goal proposed by the National Education Goals Panel is that “all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.”⁶⁸

Recent trends in enrollment rates show that kindergarten is not necessarily the first schooling experience for children (Table EA 1.1). In 1993, approximately a third of all 3- to 4- year old children were enrolled in preschool. The total enrollment rate of 3- to 4- year-olds almost doubled between 1973 and 1989, from 18 percent to 35 percent, and has stabilized at around a third in the 1990s.

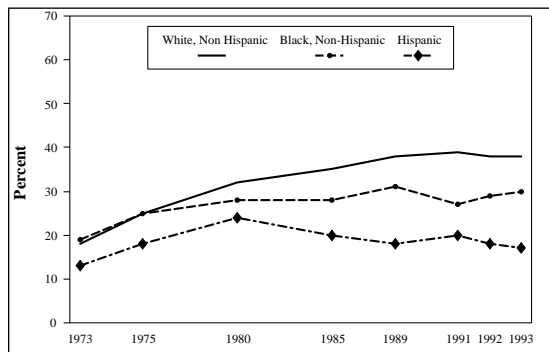
Preschool enrollment rates differ by race-ethnicity, with only 17 percent of Hispanic children enrolled in preschool compared with 30 percent of blacks and 38 percent of whites in 1993. In the past 20 years, white enrollment rates have increased at a faster pace than either black or Hispanic rates. (See Figure EA 1.1.a) In 1973, whites and blacks participated in preschool at similar rates (18 percent vs. 19 percent). The gap in enrollment rates between whites and blacks rose until it peaked at 12 percentage points in 1991, after which the gap decreased to 5 percentage points in 1993. As Figure EA 1.1.a illustrates, the gap between Hispanic children and other children increased over time, because Hispanic enrollments only rose a few percentage points over the two decades.

Figure EA 1.1.b shows substantial family income differences in preschool enrollment rates. In 1973, the enrollment rates of low-income families⁶⁹ (15 percent) were less than half as high as those of high-income families (35 percent). In 1993, this ratio was similar, with over half of children from high-income families enrolled in preschool, in comparison with approximately a quarter of low-income children.

⁶⁸National Education Goals Panel. (1994). *The National Education Goals Report: Building a Nation of Learners 1994*. Washington, DC: U.S. Government Printing Office.

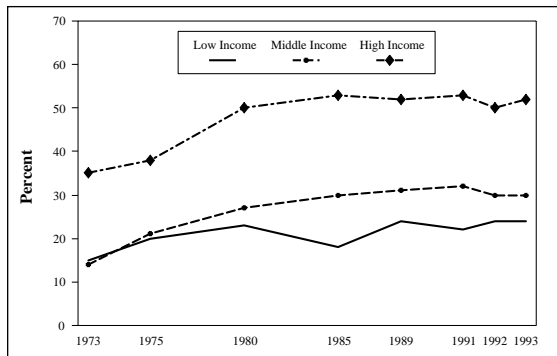
⁶⁹Low income is defined as the bottom 20 percent of all family incomes; high income is defined as the top 20 percent of all family incomes; and middle income is defined as the 60 percent of incomes between low and high income.

Figure EA 1.1.A PRESCHOOL ENROLLMENT OF 3-4 YEAR OLDS, BY RACE/ETHNICITY, 1973 - 1993



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

Figure EA 1.1.B PRESCHOOL ENROLLMENT OF 3-4 YEAR OLDS, BY FAMILY INCOME , 1973 - 1993



Note: Low income is defined as the bottom 20 percent of all family incomes; high income is defined as the top 20 percent of all family incomes; and middle income is defined as the 60 percent of incomes between low and high income.

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

Table EA 1.1 PRESCHOOL ENROLLMENT OF 3-4 YEAR-OLDS, (Percent Enrolled) BY RACE/ETHNICITY AND FAMILY INCOME: 1973 - 1993

	1973	1975	1980	1985	1989	1991	1992	1993
Total	18	24	30	32	35	34	34	34
Race/Ethnicity ^a								
White, non-Hispanic	18	25	32	35	38	39	38	38
Black, non-Hispanic	19	25	28	28	31	27	29	30
Hispanic	13	18	24	20	18	20	18	17
Family Income ^b								
Low	15	20	23	18	24	22	24	24
Middle	14	21	27	30	31	32	30	30
High	35	38	50	53	52	53	50	52

Notes: ^a Due to small sample sizes for the Black and Hispanic categories, 3-year averages are calculated. The 3-year average for 1990 is the average percentage enrolled in preschool in 1989, 1990, and 1991.

^b Low income is defined as the bottom 20 percent of all family incomes; high income is defined as the top 20 percent of all family incomes; and middle income is defined as the 60 percent of incomes between low and high income.

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

ENROLLMENT/ATTENDANCE

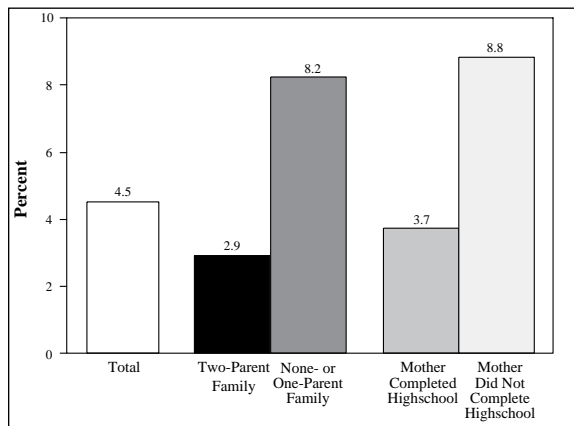
EA 1.2 GRADE RETENTION: PERCENTAGE OF CURRENT FIRST GRADERS WHO WERE RETAINED IN FIRST GRADE

Children's early primary school experiences are associated with their adjustment to school and contribute to later school success. Being retained in school at an early age signals an unpreparedness for school which may influence later educational performance. Grade retention may also measure the degree to which schools are prepared to deal with a variety of children. Table EA 1.2 presents recent data on the percentage of first grade students whose parents reported them as being retained in first grade in 1991 and 1993. Parent reports presented in Table EA 1.2 indicate that approximately 5 percent of first grade children had repeated first grade in 1991 and 1993 (5.3 percent and 4.5 percent respectively).

The percentage of students attending first grade for the second time varies by race, gender, family type and mother's education. In 1993, white first grade children (3.1 percent) were less likely than black (10.8 percent) or Hispanic children (5.5 percent) to have repeated first grade. These levels were similar in 1991. Boys were more likely to repeat first grade for a second time than girls in both years, although the difference between their rates was small in 1993 (4.8 versus 4.2 percent).

Family type is also tied to retention in first grade. (See Figure EA 1.2) In 1993, only 2.9 percent of children in 2-parent households were in first grade for the second time, in comparison with 8.2 percent of children residing with no or one parent. These percentages were similar in 1991. Finally, mother's education is related to repeating first grade, with children whose mothers did not complete high school (8.8 percent) more likely to repeat than children whose mothers had higher educational attainments (3.7 percent). This suggests that parental education is related to a child's level of school readiness.

Figure EA 1.2 PERCENTAGE OF CURRENT FIRST GRADERS WHO WERE RETAINED IN FIRST GRADE, BY FAMILY TYPE AND MOTHER'S EDUCATION, 1993



Source: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey of 1991 and 1993.

EDUCATION AND ACHIEVEMENT

Table EA 1.2 PERCENTAGE OF CURRENT FIRST GRADERS WHO WERE RETAINED IN FIRST GRADE, BY RACE/ETHNICITY, GENDER, FAMILY TYPE, AND MOTHER'S EDUCATION: 1991 AND 1993

	1991	1993
Total	5.3	4.5
Race/Ethnicity		
White non-Hispanic	4.1	3.1
Black non-Hispanic	8.9	10.8
Hispanic	7.5	5.5
Gender		
Male	7.1	4.8
Female	3.3	4.2
Family Type		
Two parents	4.0	2.9
None or one parent	9.2	8.2
Mother's Education		
Completed high school/GED	4.2	3.7
Did not complete high school	11.6	8.8

Source: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1991 and 1993.

ENROLLMENT/ATTENDANCE

EA 1.3 SCHOOL ABSENTEEISM: PERCENT OF EIGHTH GRADE AND TWELFTH GRADE STUDENTS WHO WERE ABSENT FROM SCHOOL 3 OR MORE DAYS IN THE PRECEDING MONTH

Student absenteeism is associated with poorer achievement in school, among other outcomes. For example, absenteeism is one of five personal and family background factors that accounted for 91 percent of the variation in states' mathematics scores.⁷⁰

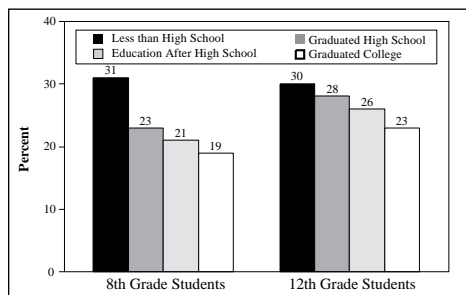
The overall percentage of eighth grade students who were absent from school three or more days in the preceding month has remained relatively constant at around 22 percent between 1990 and 1992, whereas the percentage of twelfth grade students who were absent from school appears to have dropped from 31 to 26 percent (Table EA 1.3). In addition, the most recent percentage for total eighth grade absences (22 percent) was slightly lower than the percentage for total twelfth grade absences (26 percent). Girls experienced slightly more absences than boys in each grade (e.g., 21 percent versus 24 percent among eighth grade boys and girls in 1992).

There are notable differences between racial and ethnic groups. Among eighth graders in 1992, Native American and Hispanic children were by far the most likely to have been absent 3 or more days in the preceding month at 38 percent and 31 percent, respectively. Asian students had the lowest rate at 12 percent, with white and black students in between at 21 and 22 percent. The patterns are similar for 12th grade students, though the differences are smaller, ranging from 19 to 32 percent.

In addition to the racial and ethnic differences in percentages of students absent from school, there are also differences by parents' educational level, differences which are more pronounced for younger students. (See Figure EA 1.3) Absences from school were consistently highest for students whose parents have less than a high school education. For example in 1992, among eighth graders, 31 percent of children whose parents lacked a high school degree were absent from school 3 or more days, compared to a rate of 19 percent among students where at least one parent had graduated from college. Moreover, students who attended private or Catholic schools also experienced lower levels of school absences than students from public schools across both grades and years of assessment.

⁷⁰National Education Goals Panel. (1994). *The National Education Goals Report: Building a Nation of Learners*. Washington, DC: U.S. Government Printing Office.

Figure EA 1.3 PERCENT OF 8TH GRADE AND 12TH GRADE STUDENTS WHO WERE ABSENT FROM SCHOOL 3 OR MORE DAYS IN THE PRECEDING MONTH, BY PARENTS' EDUCATION LEVEL: 1992



Note: The data for this table come from the 1990 and 1992 National Math Assessments.
Source: National Center for Education Statistics, Assessment of Educational Progress (NAEP), 1990 and 1992

Table EA 1.3 SCHOOL ABSENTEEISM: PERCENT OF 8TH GRADE AND 12TH GRADE STUDENTS WHO WERE ABSENT FROM SCHOOL 3 OR MORE DAYS IN THE PRECEDING MONTH, BY GENDER, RACE/ETHNICITY, PARENTS' EDUCATION LEVEL, AND TYPE OF SCHOOL: 1990 AND 1992

	8th Grade		12th Grade	
	1990	1992	1990	1992
Total	23	22	31	26
Gender				
Male	21	21	29	24
Female	24	24	32	27
Race/Ethnicity				
White	22	21	31	24
Black	23	22	30	29
Hispanic	27	31	34	32
Asian/Pacific American	9	12	32	19
American Indian/Alaskan Native	37	38	28	31
Parents' Education Level				
Less than high school	38	31	41	30
Graduated high school	27	23	34	28
Education after high school	22	21	31	26
Graduated college	15	19	27	23
Type of School				
Public	23	23	31	27
Private or Catholic	13	14	24	17

Note: The sample for this table is based on the 1990 and 1992 National Math Assessments.

Source: U.S. Department of Education, National Center for Education Statistics, Assessment of Educational Progress (NAEP), 1990 and 1992

ENROLLMENT/ATTENDANCE

EA 1.4 TEEN DROPOUT: EVENT DROPOUT RATE (Percent) FOR GRADES 10-12

Dropping out of high school is associated with economic and social disadvantage. Dropouts have lower earnings, experience more unemployment, and are more likely to end up on welfare and in prison than students who complete high school or college.⁷¹ Women who drop out of high school are more likely to become pregnant or have a birth at young ages, and are more likely to become single parents.⁷² Monitoring dropout rates provides one measure of the condition of children in the U.S.

Table EA 1.4 shows the annual event dropout rates for students in grades 10 through 12, ages 15 to 24. Event dropout rates measure the proportion of students enrolled in grades 10 through 12 in the last year, who were no longer enrolled or had not completed high school by the date measured in the current year. For instance, between October 1992 and October 1993, 4.5 percent of all high school students age 15-24 in grades 10-12 dropped out of high school. This table shows an overall decline in event dropout rates between 1975 (5.8 percent) and 1993.

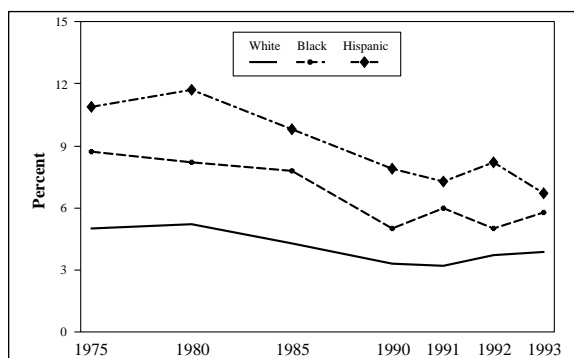
On average, the dropout rate for whites is lower than the rate for blacks and Hispanics. As Figure EA 1.4 indicates, dropout rates for whites and blacks have generally fallen in the past 20 years. For example, the dropout rate generally fell for blacks between 1975 (8.7 percent) and 1993 (5.8 percent). The rate for whites also fell from 5.0 percent in 1975 to 3.9 percent in 1993. The dropout rate for Hispanics fluctuated across years, but is higher, on average, than the rate for either blacks or whites.⁷³

⁷¹McMillen, Marilyn, Phil Kaufman, and Summer Whitener. 1994. *Dropout Rates in the United States: 1993*. U.S. Department of Education, National Center for Education Statistics.

⁷²McMillen et. al. 1994; Manlove, Jennifer. 1995. "Breaking the Cycle of Disadvantage: Ties Between Educational Attainments, Dropping Out and Teenage Motherhood." Paper presented at the annual meeting of AERA.

⁷³The unstable trend in Hispanic dropout rates reflects, in part, the small sample size of Hispanics in the Current Population Survey.

Figure EA 1.4 EVENT DROPOUT RATE FOR GRADES 10-12 (Ages 15-24), BY RACE/ETHNICITY 1975 - 1993



Note: The event dropout rate is the proportion of students enrolled in grades 10 through 12 in the previous year who were not enrolled and not graduated in the present year.

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, unpublished tabulations; and U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States*, 1993, 1994.

EDUCATION AND ACHIEVEMENT

Table EA 1.4 EVENT DROPOUT RATE^a (Percent) FOR GRADES 10-12, (Ages 15-24), BY GENDER AND RACE/ETHNICITY: 1975 - 1993

	1975	1980	1985	1990	1991	1992	1993
Total	5.8	6.1	5.2	4.0	4.0	4.4	4.5
White							
Total	5.0	5.2	4.3	3.3	3.2	3.7	3.9
Male	4.7	5.7	4.6	3.5	2.8	3.5	4.1
Female	5.4	4.8	4.1	3.1	3.7	4.0	3.7
Black							
Total	8.7	8.2	7.8	5.0	6.0	5.0	5.8
Male	8.4	7.7	8.3	4.2	5.3	3.3	6.4
Female	9.0	8.7	7.3	5.7	6.8	6.7	5.3
Hispanic							
Total	10.9	11.7	9.8	7.9	7.3	8.2	6.7
Male	10.3	17.6	9.4	8.7	10.1	7.6	5.1
Female	11.6	6.7	10.0	7.2	4.6	9.0	8.0

Note: ^a The event dropout rate is the proportion of students enrolled in grades 10 through 12 in the previous year who were not enrolled and not graduated in the present year.

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, unpublished tabulations; and U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States*, 1993, 1994.

ENROLLMENT/ATTENDANCE

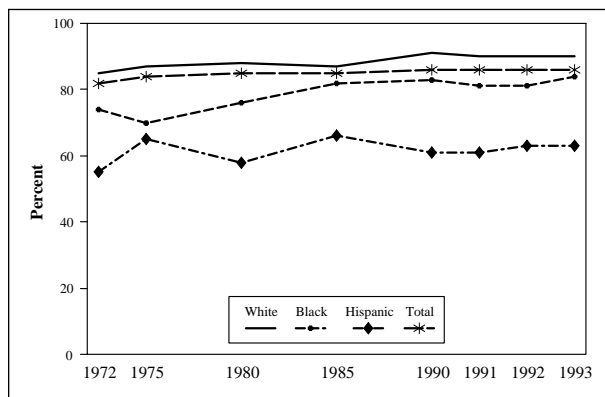
EA 1.5 HIGH SCHOOL COMPLETION RATES FOR 21- AND 22-YEAR-OLDS

A high school education is necessary to continue with further education and is increasingly considered a minimum requirement to begin an entry level position in the labor force. Table EA 1.5 presents the high school completion rates among 21-22 year olds. This table defines high school completion as the percentage of 21-22 year olds who have received a high school diploma or its equivalent. For 1993, 86 percent of 21-22 year olds had received their high school diploma or an equivalent credential, such as the General Educational Development (GED) certificate. The remaining 14 percent of 21-22 year-olds had either dropped out or were still enrolled in high school.⁷⁴

As Figure EA 1.5 shows, completion rates differ strongly by race-ethnicity. In 1993, the completion rates among white students (90 percent) was six percentage points higher than the rate for blacks (84 percent) and 27 percentage points higher than the rate for Hispanics (63 percent). Hispanic students have had much lower completion rates than the other groups since the early 1970s. This suggests that Hispanic students remain less prepared than other 21-22 year olds to enter the labor force or to continue with post-secondary education.

⁷⁴McMillen, M., Kaufman, P., and Whitener, S. 1994. *Dropout Rates in the United States: 1993*. U.S. Department of Education, National Center for Education Statistics.

Figure EA 1.5 HIGH SCHOOL COMPLETION RATES FOR 21- AND 22-YEAR-OLDS, BY RACE/ETHNICITY, 1972 - 1993



Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years).

Table EA 1.5 HIGH SCHOOL COMPLETION RATES FOR 21- AND 22-YEAR- OLDS (Percent), BY RACE/ETHNICITY: 1972 - 1993

	1972	1975	1980	1985	1990 ^a	1991 ^a	1992 ^{a,b}	1993 ^{a,b}
Total	82	84	85	85	86	86	86	86
Race/Ethnicity								
White, non-Hispanic	85	87	88	87	91	90	90	90
Black, non-Hispanic	74	70	76	82	83	81	81	84
Hispanic	55	65	58	66	61	61	63	63

Notes: ^a Numbers for these years reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

^b Numbers for these years reflect new wording of the educational attainment item in the CPS.

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years).

ENROLLMENT/ATTENDANCE

EA 1.6 ENROLLMENT IN HIGHER EDUCATION: PERCENTAGE OF HIGH SCHOOL GRADUATES ENROLLED IN COLLEGE THE OCTOBER FOLLOWING GRADUATION

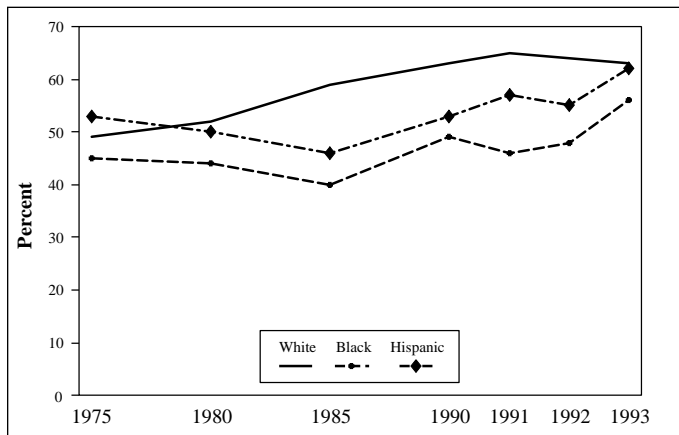
Table EA 1.6 presents the percentage of high school graduates enrolled in college the October following graduation, by type of institution attended. In 1993, 62 percent of high school graduates were enrolled in college immediately following graduation, with 39 percent enrolled in 4-year colleges and 22 percent enrolled in 2-year colleges. Total college enrollment immediately after graduation has increased dramatically in the past 20 years, from 51 percent in 1975 to 62 percent in 1993. This reflects small increases in enrollments for both 2-year and 4-year colleges between 1975 and 1993 (4 and 6 percentage point increases, respectively). These figures may be affected by changes in the number and type of youth who graduate from high school.

College enrollment levels following high school graduation were slightly higher for females (64 percent) than males (59 percent) in 1993. This differs from a slightly higher male (53 percent) than female (49 percent) enrollment rate following graduation in 1975. In 1993, males and females had similar 2-year college enrollment rates (22 percent), but there were gender differences in 4-year college enrollments immediately following graduation (42 percent of females versus 36 percent of males).

Total college enrollment rates immediately following graduation differ substantially by family income. For instance, in 1993, only half of high school graduates from low-income families were enrolled in any type of college, in comparison with 79 percent of high-income families.⁷⁵ The gap in enrollment rates between low- and high-income families was also high in 1975 (31 percent of low income families versus 65 percent of high-income families).

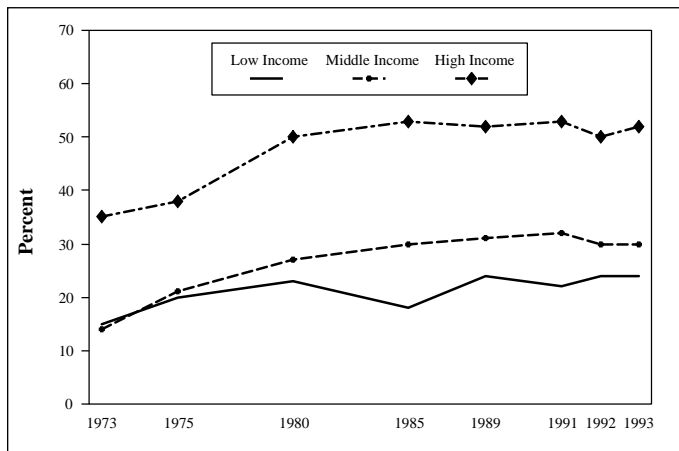
⁷⁵Low income is defined as the bottom 20 percent of all family incomes high income is defined as the top 20 percent of all family incomes; and middle income is defined as the 60 percent of incomes between low and high income.

Figure EA 1.6.A PERCENTAGE OF HIGH SCHOOL GRADUATES ENROLLED IN COLLEGE THE OCTOBER FOLLOWING GRADUATION, BY RACE/ETHNICITY, 1975 - 1993



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

Figure EA 1.6.B PERCENTAGE OF HIGH SCHOOL GRADUATES ENROLLED IN 4-YEAR COLLEGE THE OCTOBER FOLLOWING GRADUATION, BY FAMILY INCOME, 1975 - 1993



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

ENROLLMENT/ATTENDANCE

EA 1.6 ENROLLMENT IN HIGHER EDUCATION: PERCENTAGE OF HIGH SCHOOL GRADUATES ENROLLED IN COLLEGE THE OCTOBER FOLLOWING GRADUATION (continued)

Enrollment rates immediately following graduation also differ by race-ethnicity. Blacks were less likely than whites or Hispanics to be enrolled in any type of college following graduation, and have had lower enrollment rates in all time periods. (See Figure EA 1.6.a) For example, in 1993 enrollment rates among those who had graduated from high school were 56 percent for blacks, 62 percent for Hispanics, and 63 percent for whites. While Hispanic students had similar enrollment rates to white students in 1993 (62 percent compared with 63 percent), they differed on the type of school enrolled. Hispanic high school graduates were less likely than whites or blacks to go on to 4-year colleges (24 percent versus 41 percent and 37 percent), while they were more likely than the other groups to be enrolled in 2-year colleges in 1993 (38 percent versus 19 percent and 22 percent, respectively). Figure EA 1.6.b indicates that while whites and blacks have shown increases in 4-year college enrollment immediately following graduation, Hispanics have not.

Table EA 1.6 PERCENTAGE OF HIGH SCHOOL GRADUATES ENROLLED IN COLLEGE THE OCTOBER FOLLOWING GRADUATION, BY TYPE OF COLLEGE, GENDER, RACE/ETHNICITY, AND FAMILY INCOME: 1975 - 1993

	1975	1980	1985	1990	1991 ^b	1992 ^b	1993 ^b
Total College Enrollment	51	49	58	60	63	62	62
Gender							
Males	53	47	59	58	58	60	59
Females	49	52	57	62	67	64	64
Race/Ethnicity ^a							
White	49	52	59	63	65	64	63
Black	45	44	40	49	46	48	56
Hispanic	53	50	46	53	57	55	62
Family Income ^c							
Low	31	33	40	47	40	41	50
Middle	46	43	51	54	58	57	57
High	65	65	75	77	78	79	79
2-Year Colleges	18	19	20	20	25	23	22
Gender							
Males	19	17	20	20	23	22	22
Females	17	22	19	27	27	24	22
Race/Ethnicity							
White	18	19	20	20	26	23	22
Black	13	19	13	20	19	17	19
Hispanic	31	31	27	27	25	29	38
4-Year Colleges	33	30	38	40	38	39	39
Gender							
Males	34	30	39	38	35	38	36
Females	32	30	38	42	40	40	42
Race/Ethnicity							
White	33	31	40	43	40	41	41
Black	29	24	29	27	28	31	37
Hispanic	28	21	24	16	32	26	24

Note: ^a Due to small sample sizes for the Black and Hispanic categories, 3-year averages are calculated. The 3-year average for 1990 is the average percentage enrolling in college in 1989, 1990, and 1991.

^b Three year averages are not calculated for Blacks or Hispanics in 1991, 1992, and 1993.

^c Low income is defined as the bottom 20 percent of all family incomes; high income is defined as the top 20 percent of all family incomes; and middle income is defined as the 60 percent of incomes between low and high income.

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